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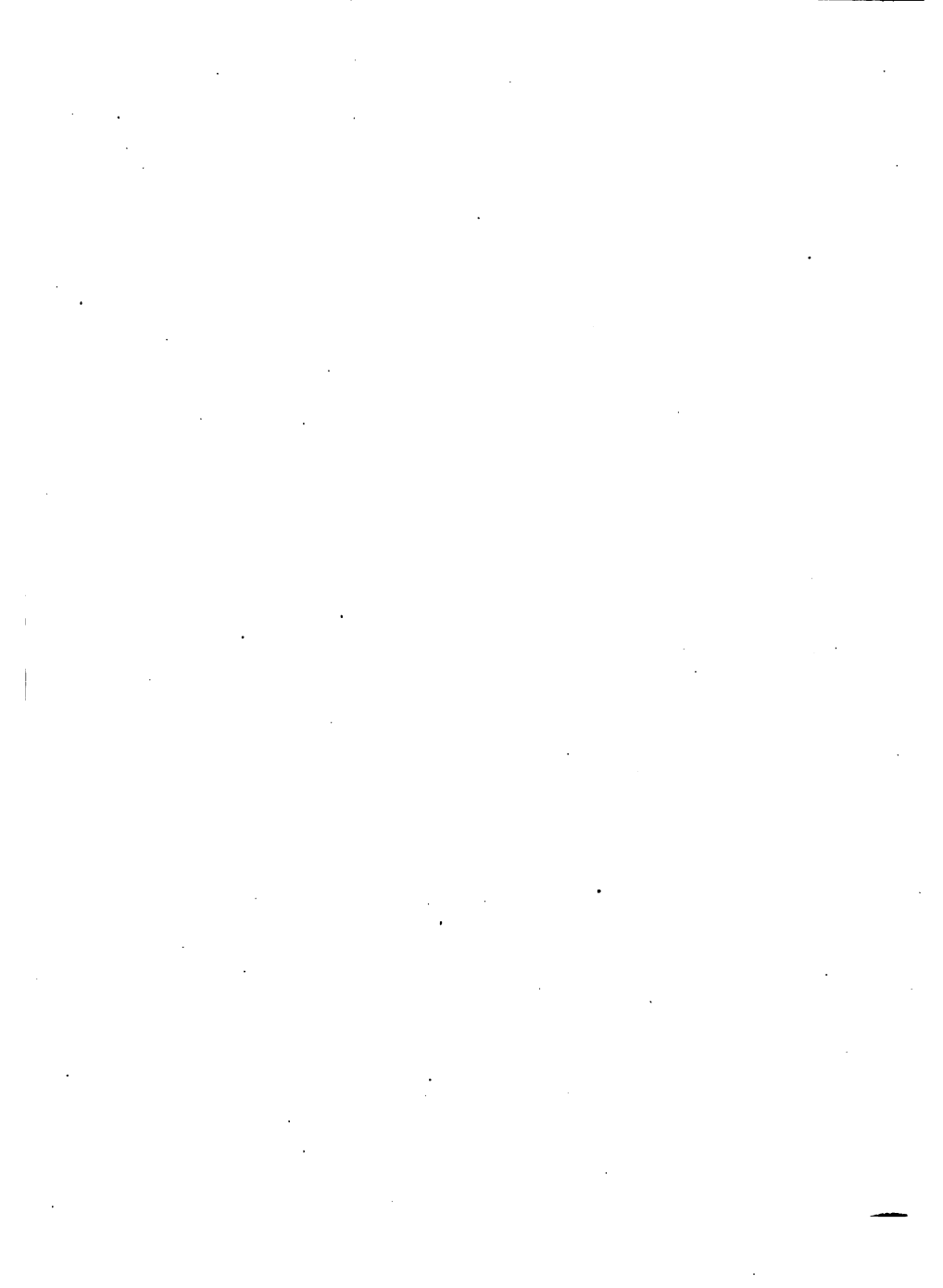
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A MANUAL FOR TEACHERS
OF
PRIMARY READING

BY
EMMA K. GORDON

REVISED

D. C. HEATH & CO., PUBLISHERS
BOSTON NEW YORK CHICAGO

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INTRODUCTION

THE method of teaching reading presented in this Manual recognizes: (1) that the child must master certain phonic facts before he can have power to solve word problems for himself; (2) that it is not possible to reduce every word in the language to a phonic basis, and that exceptions to phonic rules should be taught as sight words or wholes. It gives the child such mastery over the mechanics of reading that his mind is free to grasp the thought of the sentence when it is presented.

It will be seen that this is not a new method. It is rather a new combination—an apt blending—of the strong features of several methods. No teacher need feel in using it that she must throw aside all the good things that her experience has found to be worth keeping. It is comprehensive and has room for all the originality and personal impress that the earnest teacher possesses.

In order to refer to vowel and consonant sounds with ease and directness, and in order that the teacher may have no doubt as to the sound value of a phonogram, diacritical marks are used in the Index of the Word List, and occasionally in the Manual. The marks used are from Webster's Dictionary. No diacritical marks should be used in the work with the pupils.



CONTENTS

	PAGE
TO THE TEACHER	1
I. <i>The Thought Side of Reading</i>	
RHYME AND SONG STUDY	3
Story Telling	3
Story Reading	4
Story Acting	4
WORD AND PHRASE STUDY IN OCCUPATIONS AND GAMES	6
Sight Word Vocabulary	6
Tagging Cards	6
Tagging Sheet	7
Program Cards	9
Action Cards	9
Weather Record Cards	10
Tagging Card Games	10
Additional Cards	12
READING AND THE FIRST READING MATERIAL	13
Perception Charts	13
Sight Word Vocabulary	13
When to Use the Perception Charts	13
Charts are Hunting Grounds for Sounds	16
THE PRIMER: FIRST HALF-YEAR	17
The Vocabulary of the Primer	17
When to Take the Primer	18
The First Day of School	19
II. <i>The Mechanics of Reading</i>	
PHONIC SUMMARY: FIRST HALF-YEAR	20
Phonic Drill or the Study of Sounds	21
Word Drill Cards	23

	PAGE
Game Drills	23
The Teacher's Attitude During the Drill	29
Concert Work	29
Reviews	30
How to Find the Sound of a Phonogram	30
Simple Phonograms	30
Presentation of Simple Phonograms	32
Script and Print	33
Blackboard Writing	34
How to Recall the Sound of a Phonogram	34
 SUGGESTIONS FOR PRESENTING PHONOGRAMS	 36
Lesson 1. — The Sounds of <i>ā</i> and <i>sh</i>	36
Lesson 2. — The Sound of <i>t</i>	38
Lesson 3. — The Sound of <i>m</i>	39
Lesson 4. — Review	39
Lesson 5. — The Sound of <i>ch</i>	40
Lesson 6. — The Sounds of <i>f</i> and <i>r</i>	41
Lesson 7. — Review	42
Game No. 1	42
Game No. 2	42
Game No. 3	42
Lesson 8. — The Sound of <i>z</i>	42
Game No. 4	43
Lesson 9. — The Sound of <i>w</i>	43
Game No. 5	43
Game No. 6	44
Lesson 10. — Blended Phonograms	44
Lesson 11. — Review	47
Game No. 7	47
Game No. 8	47
Lesson 12. — The Sound of <i>ō</i>	48
Lesson 13. — The Sound of <i>n</i>	49
Lesson 14. — The Sound of <i>s</i>	49
Lesson 15. — Review	50
Game No. 9	51
Game No. 10	51
Game No. 11. A Post Office	52

CONTENTS

vii

	PAGE
Game No. 12. A Table to be Set	52
Game No. 13. A Christmas Tree	52
Game No. 14. A Bank	52
Game No. 15. An Automobile	52
Game No. 16	52
Game No. 17	53
Game No. 18	53
Game No. 19	53
Game No. 20	53
Lesson 16. — The Sound of <i>l</i>	53
Lesson 17. — The Sound of <i>ee</i>	54
Game No. 21	54
Lesson 18. — Key Word <i>see</i>	55
Lesson 19. — Review	55
Lesson 20. — The Sound of <i>p</i>	56
Lesson 21. — The Sound of <i>g</i>	56
Lesson 22. — Review	57
Lesson 23. — The Sound of <i>t</i>	58
Lesson 24. — The Sound of <i>c, k, q</i>	58
Lesson 25. — Blending of Initial Consonant	62
Lesson 26. — Blending of Initial Consonant	63
Lesson 27. — Initial Consonant	67
Lesson 28. — The Sound of <i>h</i>	69
Game No. 22	70
Lesson 29. — The Sound of <i>d</i>	70
Lesson 30. — Key Word <i>my</i>	71
Lesson 31. — The Sound of <i>b</i>	72
Lesson 32. — The Sound of <i>j</i>	72
Lesson 33. — Key Word <i>go</i>	73
Lesson 34. — Review	73
Game No. 23	74
Game No. 24	74
Lesson 35. — The Sound of <i>ẽ</i>	75
Lesson 36. — The Sounds of <i>ng</i> and <i>nk</i>	76
Lesson 37. — Review	78
Game No. 25	78
Game No. 26	78
Game No. 27	78

	PAGE
Lesson 38.—The Sound of <i>ũ</i>	79
Game No. 28	80
Game No. 29	81
Lesson 39.—The Sounds of <i>th</i>	81
Lesson 40.—The Sound of <i>wh</i>	82
Lesson 41.—Dissyllables and Compound Words	83
FIRST READER: SECOND HALF-YEAR	87
Phonic Summary: Second Half-Year	88
Exceptions	89
Game of "Catchers"	91
Spelling	93
Written Spelling	94
Oral Spelling from the Charts	95
Review Drills	97
Phonic Sounds	99
Lesson 42.—The Sounds of <i>oo</i>	99
Game of Words in <i>oo</i>	100
Lesson 43.—The Sound of <i>ow</i> and <i>ou</i>	101
Lesson 44.—The Suffix <i>ed</i>	103
Lesson 45.—The Suffix <i>ed</i> after any Consonant	103
Game of Rhyming Words	105
Lesson 46.—Short Italian <i>a</i>	105
Lesson 47.—The Long Vowels	107
Game of Five Vowel Sounds	107
Lesson 48.—Final <i>e</i>	108
Lesson 49.—The Sound of <i>x</i>	112
Game of "Train"	113
Lesson 50.—The Sound of <i>oy</i> and <i>oi</i>	113
Lesson 51.—The <i>ō</i> Sound of <i>ow</i>	114
Lesson 52.—The Sound of <i>v</i>	115
Lesson 53.—The Vowel Sounds in <i>ar, er, ir, ur</i>	116
Lesson 54.—The Vowel Sounds in <i>are</i> and <i>ere</i>	119
Lesson 55.—The Names of the Consonants in Oral Spelling	120
Lesson 56.—Oral Spelling Game No. 1	122
Lesson 57.—The <i>ȳ</i> Sound of <i>y</i>	123
Lesson 58.—Words that End in <i>ie</i>	125
Lesson 59.—When <i>o</i> is Like Short <i>u</i>	126
Game of "Catchers"	126

CONTENTS

ix

	PAGE
Lesson 60.—The Short Vowel before Double Consonants	128
Lesson 61.—The Sound of Initial <i>y</i>	130
Lesson 62.—The Sound of <i>a</i> after <i>w</i>	131
Lesson 63.—Final <i>e</i> is Covered or Displaced by the Vowel of the Endings <i>ing</i> , <i>ed</i> , and <i>er</i>	132
Lesson 64.—Single-consonant and Double-consonant Words	133
.	
SECOND READER	136
Phonic Summary: Second Year	136
Spelling	138
Review Drills	139
Lesson 65.—The Vowels	141
Rhyming Game	142
Hidden Words	142
Pi Game	142
Good Hunting	143
Picture	143
Lesson 66.—The Syllable	143
Lesson 67.—The Equivalent Chart <i>A</i>	146
Lesson 68.—The Equivalent Chart <i>E</i>	149
Lesson 69.—The Equivalent Chart <i>I</i>	152
Lesson 70.—The Equivalent Chart <i>O</i>	154
Lesson 71.—The Equivalent Chart <i>U</i>	156
Lesson 72.—The Soft Sound of <i>c</i>	158
Lesson 73.—The Soft Sound of <i>g</i>	161
Lesson 74.—The Sound of Broad <i>a</i>	163
Lesson 75.—When <i>ar</i> is Preceded by <i>w</i>	165
Lesson 76.—When <i>or</i> is Preceded by <i>w</i>	167
Lesson 77.—The Suffix <i>es</i>	169
Lesson 78.—When <i>ear</i> is Like <i>er</i>	173
Lesson 79.—When <i>ear</i> is Like <i>are</i> in <i>care</i>	175
Lesson 80.—When <i>ough</i> is Like <i>augh</i>	177
Lesson 81.—Words in Which <i>ough</i> is the Final Phonogram	179
Lesson 82.—The Sound of <i>qu</i>	181
Lesson 83.—Words in Which <i>mb</i> is the Final Phonogram	183
Lesson 84.—The Endings <i>ften</i> , <i>sten</i> , <i>stle</i>	185
Lesson 85.—The Sound of <i>ph</i>	187
Lesson 86.—The Endings <i>tion</i> and <i>sion</i>	189

	PAGE
Lesson 87. — The Ending <i>ous</i>	193
Lesson 88. — Endings in Which <i>ti</i> and <i>ci</i> are Initial Letters .	195
 THIRD READER	 199
Reviews	199
The Charts	200
Phonic Strips	200
Word Problems	200
New Phonic Facts	201
Chart Spelling	202
Spelling Games	205
 FOURTH READER	 206
Additional Spelling Games	207
No. 1. Word Changing	208
No. 2. Chain Spelling	209
No. 3. Bean Bag	210
No. 4. Progressive Blackboard Spelling	211
No. 5. A Relay Race	211
No. 6. Memory Words	211
No. 7. Picture Words	212
No. 8. The Forest	213
No. 9. A Flower Garden	213
No. 10. A Feast (Christmas or Thanksgiving)	213
No. 11. Our Relations	214
No. 12. At the Clothing Shop	214
No. 13. At the Markets	214
No. 14. At the Zoo	214
No. 15. At the Aviary	214
No. 16. My Business	215
No. 17. A Good Game	215
No. 18. Furnishing the House	215
No. 19. Our Town or City	216
No. 20. My Books	216
No. 21. Our Friends	216
No. 22. An Orchestra	216
No. 23. Game of Opposites	216
No. 24. Game of Comparisons	217

CONTENTS

xi

	PAGE
No. 25. A Marathon	217
No. 26. Hidden Words	218
No. 27. Lost Letters	218
No. 28. Anagrams	219
WORD LISTS	221
INDEX TO WORD LISTS	299

TO THE TEACHER

THE leading features of the method of teaching reading presented in this manual are:

- I. The absence of all diacritical marks.
- II. The few phonic facts to be memorized.
- III. The obvious aid to spelling furnished by the charts and drills.
- IV. The careful gradation of the work.

In the complex process of learning to read, two definite kinds of work may be traced. These kinds, though separate, are yet dependent; to reach the desired end both must be developed. The first is the expression and development of thought. This depends upon memory, imagination, and association of ideas; also upon the second kind, which includes the mechanics of reading—sound study or word mastery, called Phonic Drill. This latter necessitates the training of eye, ear, and vocal organs.

The Phonic Drill is always subordinate—merely the means to the end that is comprehended in the first line of work. It should be simple, systematic, and thorough. “Thorough work in phonics lies at the base of all rational teaching of reading.” Much of the difficulty usually met by the child in learning to read is removed when his ear is trained to hear the sound, his eye to recognize the written expression, and his vocal organs to enunciate correctly. His reading becomes pleasurable and profitable only when the mechanism of reading is so entirely his that he

uses it unconsciously, having his mind free to dwell upon the whole thought expressed, rather than upon the make-up of the words used to express it. When this can be done, the child reads, and the day when he can read and enjoy literature is in sight.

In this method these two kinds of work are developed as follows :

- I. The Thought Side of Reading by,
 1. The Study of Rhymes, Songs, and Stories in Story-telling, Story-reading, Story-acting.
 2. Word and Phrase Study in Occupations and Games.
- II. The Mechanics of Reading by,
Phonic Drill or the Study of Sounds.

I. THE THOUGHT SIDE OF READING

1. RHYME AND SONG STUDY

There is no pleasanter way into the hearts of little children than through the music of song and verse. They respond readily to the rhythm of jingle and ballad. Most children of school age enjoy Mother Goose rhymes. These rhymes, forming as they do a folklore of childhood, may well be used as a delightful starting point in teaching children to read.

This work begins on the first day of school as you present familiar or comical rhymes or songs found in Mother Goose and induce the pupils to tell or sing those that they know. It is essential that you should enter into the spirit of the rhyme as you tell it. Make the characters alive, and picture their emotions and their acts. Such telling will be characterized by distinct enunciation and sympathetic tones in order that every child may hear and understand what is being said. The rhythm of the verse will charm his senses and make each child alert and anxious to express himself in like manner when it is his turn to tell the rhymes, to act them, or to read them.

STORY TELLING

Spare no effort to perfect yourself in the art of story telling. Choose simple, direct words. Be enthusiastic. Tell the tale vividly, dramatically. Your aim is to gain the attention of the child, to fertilize and stimulate his mind by an acquaintance with good literature. Master the story in all its details before you attempt to tell it. Try to express the different

emotions and actions so that every child may have a vivid impression of the dramatic movement of the story. It may not be possible or advisable to tell it in the exact words of the author, but in every well-written tale certain apt or forcible expressions will be found that will prove of service to you in your reproduction. These the pupils will naturally use in their reproduction and dramatization. Thus they will early "incorporate into their own vocabulary" the forms of good literature.

STORY READING

In order that the child may appreciate the fact that pleasure comes from books, learn to read stories effectively. Intelligent reading will give him models for imitation when he reads and help him to understand that reading is far more than the ready recognition of words. When he discovers "that learning to read is learning to get stories out of books," this vision of the goal is a strong incentive to effort on his part; he will learn to read not only in the mechanical sense, but also in the intellectual sense. The ideal of "two minds active over the same matter, one striving to learn, the other to teach," will be reached in the reading lesson.

STORY ACTING

Dramatization, when not carried to excess, is a valuable aid to the thought side of reading. It is a means of self-expression; it encourages definite creative effort; it vitalizes reading because it illumines the rhyme or the story and helps the child to grasp ideas; and it provides excellent opportunities for informal language lessons. Do not attempt dramatic play for the sake of the play; do not dramatize over and over again for the purpose of making a finished production.

The actors should not be required to speak in set or given words. Full and sympathetic comprehension of the story will

make them master of the action, and give them freedom to express their individuality in both the setting and the conversation of the play. Select different groups of children for each interpretation and commend for original or natural action and speech. Observe closely the timid, retiring child and welcome his dawning desire to take part. Observe also the overconfident child who desires to do it all, and restrain him until he too shows a desire to enter into class work. After a rhyme or two have been discussed in detail and the home life or dependence of the hero upon others made evident, the pupils will readily suggest parts to be acted which might enter into the story and which will greatly increase the interest of the interpretation.

Keep the dramatization simple. With children it takes very little to create an illusion. Let them make believe, as they delight to do, with regard to stage properties and settings. Such use of the imagination adds to the fun and interest of the play.

Conversation and questioning should follow the telling of the rhyme selected for dramatization. The pupils will express themselves with freedom as they become accustomed to the teacher and the school. The conversations should be free but guided. The talk should never degenerate into aimless prattle. Keep the thought you wish developed definitely in mind and lead the pupils to think and talk along that line. This work will lead naturally to simple dramatization.

Action Games. — Make use of action games, as, "Travelers' Land" of the kindergarten school. In these games familiar actions or occupations are portrayed. The pupils use gesture, facial expression, and speech at will in order to make others understand the thought they are trying to express.

Seat Work. — Make use of dramatic seat work in the form of drawing, paper cutting, modeling, etc., which relates to the stories read or discussed.

2. WORD AND PHRASE STUDY IN OCCUPATIONS AND GAMES

Words and phrases are presented for recognition through the medium of the occupations and games of the daily program. This affords many opportunities for such drill.

SIGHT WORD VOCABULARY

In this division of the work, words are taught by sight or as wholes as in the word and sentence methods. The words presented are interesting to the pupil because they are a part of the songs, games, and other exercises of the program. The number of words to be remembered in this way is not great, because although new words are constantly added, former sight words are finding their places in the phonic scheme and thus ceasing to be sight words; as, *hop*, a sight word, ceases to be one as soon as the phonograms comprising it are known and can be blended.

As an aid to grasping thought or imaging situations, many words are presented in groups or phrases. This leads directly to thoughtful, natural expression in reading. By grouping words in this way, effective drill can be given upon the more abstract words of the text. When presented alone and before the problems they offer can be solved through phonic knowledge, such words, because they are not easily illustrated, have few associations by which they can be recalled. When presented in relation to the other words of the phrase, form and sound are not so difficult to remember.

TAGGING CARDS

Much interest in words and phrases and a keen desire to decipher them is aroused by naming or tagging (1) the different articles of furniture or of use, or the different children in the schoolroom, (2) the different occupations or actions of the day. This is done by means of tagging cards upon which

TAGGING SHEET

a blackboard	a chair
a bookcase	a book
red flowers	papers
green leaves	a window
a schoolroom	the flag
the basket	a plant
the table	the desk
the shelf	the clock
my pencil	a picture

a boy	a box	a girl
jump	glass	a door
run	skip	stand
sit	clap	march

TAGGING SHEET

Reading	Number Work	
Writing	Story Time	
Sewing	South Wind	
Spelling	North Wind	
Drawing	Play Time	
Modeling	East Wind	
Singing	West Wind	
Cutting	Sounding	
This is	I can see	
Recess	Pasting	Noon
Frosty	Sunny	Weaving
Showers	Snow	Hail
Cloudy	Rain	Fog

the identifying words are plainly printed in letters large enough to be recognized by the pupils at their seats wherever the cards are displayed in the room.

PROGRAM CARDS

Cut the large Tagging Sheet along the lines to obtain smaller cards. Of these the following are Program Cards:

Reading	Drawing	Sounding	Pasting
Writing	Modeling	Number Work	Weaving
Sewing	Singing	Story Time	Recess
Spelling	Cutting	Play Time	Noon

At each change of program post the card announcing the next exercise. Read the word or phrase and let the class say it after you. Do nothing more by way of drill. Keep the card posted until you replace it by another in the development of the daily program. Make this a habit of the school day. In time some child will volunteer to tell the new word as it is exposed. Other children will try to do the same thing. When this stage has arrived, the question, "Who knows the word?" may be asked as the card is displayed.

ACTION CARDS

These are:

jump	run	march	clap
skip	sit	stand	

As with the program cards, show the card and say the word. Let the pupils say the word and do the action. Use an instant or two of the physical training period for work with the cards in this way. Class interest combined with growing power to sound words will help in recognition of these words after a time. Then the order for action may be given by means of the printed card.

WEATHER RECORD CARDS

These are :

Sunny	Snow	Hail	West Wind
Cloudy	Frosty	Fog	South Wind
Rain	Showers	East Wind	North Wind

As the weather is discussed, post the card with the descriptive word. After a time the pupils should have the privilege of placing the card in position or of changing it if the aspect of the day changes.

TAGGING CARD GAMES

Do not take time from other classes for drill upon these words. Use simply the moment of program change, of physical training, of weather discussion, for posting and reading the cards. The scheme will serve a useful purpose if, through it, the pupil sees that the printed words are signs of ideas, even though he may be slow in getting the idea expressed by a given word. Keep the game element uppermost. Occasionally the following testing games may be played at this time or during the period for reading or phonics :

No. 1. Announce the next act of the program and let a pupil select the card to be posted from three or four exposed to view.

No. 2. Let the pupils tell the school work they like best and find the card that names it.

No. 3. Expose a number of cards. A pupil chooses a card and shows by his dramatic action that he knows the word it contains.

TAGGING GAME No. 4

The remaining cards obtained by cutting the Tagging Sheet are :

a book	the table	the desk	I can see
a picture	a door	papers	This is
a chair	the shelf	a girl	a blackboard
a window	the clock	a boy	green leaves
a box	the basket	glass	my pencil
a bookcase	the flag	a schoolroom	red flowers
a plant			

Play the game with these cards as follows :

Present the name card *Mary*. Say the card has Mary's name on it and give it to Mary to hold. Present another name card in a similar way. Present the card *the table*. Read it and let the pupils say the words after you. Attach the card to the table where it can be seen by all the pupils. Allow the cards to remain in position for a short time, then remove them. The next day place the three cards in position and play the game. Ask Mary to find her card. If she cannot, let another child try to do so. Present the other two cards for recognition. If no one is ready in recognition, attach the cards as on the previous day and let them remain a few minutes. Continue in this way each day until at least two of the cards can be named and placed at sight. When this can be done, present the other cards one at a time. Do not try to impress the words by drilling upon them as in the word drills given for songs and rhymes. Let this exercise *be* and *remain* a game or play of remembering. The game grows in interest as new cards are presented, and an increasing number of pupils have the delight of trying to place the tags where they belong.

Help each child to read his card correctly as he places it, but do not require him to read it as a matter of drill. Give this assistance readily until the child shows plainly that he does not need or desire it. This stage may be delayed with some children. It approaches when phonic power begins to develop through the phonic drill, and the pupils try to make

use of their knowledge of sounds in solving the problems of the tagging cards.

WHEN TO PLAY GAME NO. 4

Introduce the game the first day of school and play it for a very few minutes daily: (1) Until the pupils are able to place or read *review tags* without hesitation because phonic power comes to the aid of memory in the act of recognition, and (2) until *new* tagging problems are readily solved through the knowledge acquired in the phonic drill.

ADDITIONAL CARDS

Additional cards for game purposes may be made by the teacher to suit the needs of her schoolroom or her class. Convenient and practical cards are made by printing the words in letters of at least one inch in height upon strips of cardboard four inches wide. This may be done by using: (1) brass stencils, (2) rubber stamps, (3) brush or rubber pen.

(1) and (2) are the best means of reproduction as the letters are in actual print. With brush or rubber pen this is not often possible. The cards made by the teacher may include sentence beginnings as *I can see* and *This is* of the Tagging Sheet. Suitable beginnings are, *I like to*, *I can find*, *Where is*, *Where are*, etc.

READING AND THE FIRST READING MATERIAL

PERCEPTION CHARTS

SIGHT WORD VOCABULARY

Perception Charts contain the first sentence reading presented to the pupil. Songs and rhymes which he will read later in the Primer are printed on these Charts in large clear type. Each Chart is posted in the order of numbering as the progress of the work calls for it. It should be kept posted until the pupils are familiar with the words and phrases and can recognize them at sight. Each Chart may be hung by means of a cord passed through the eyelet holes. In this way easy access may be had to the rhyme on the reverse side for purpose of reviews.

WHEN TO USE THE PERCEPTION CHARTS

Reading from the Charts precedes reading from the reader. They are to be used as the first twenty-five phonic lessons are being taught. At this time the reader is taken by the class and the rhymes are reread in the reader with the intervening pages. Additional Perception Charts containing the memorized rhymes of the Primer may be made for drill before the rhymes are read from the book if it seems desirable. (See Additional Cards, page 12.)

Chart No. 1 should be posted for drill as the morning song of the daily program is taught.

1. Present the song as a rote song. Sing the song and indicate the phrases by a motion of the hand or a wave of the pointer. Drill until the pupils know both words and tune.

No. 1

The Morning Song

Good morning to you,
Good morning to you,
Good morning, dear children,
Good morning to you.

No. 2

This Little Pig

This little pig went to market;
This little pig stayed at home;
This little pig had roast beef;
This little pig had none;
This little pig said, "Wee, wee!
I can't find my way home."

No. 3

To Market

To market, to market,
To buy a plum bun;
Home again, home again,
Market is done.

No. 4

Little Birdie

What does little birdie say
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away!"

2. Let the pupils sing as you measure off the phrases. Cover *to you* in the first line as the pupils sing *Good morning*, the part they can see. Cover *Good morning* as they sing *to*

you. Cover and uncover the phrases of the remaining lines as the pupils sing. Show the phrases in this way every time the song is sung until the pupils recognize at sight any phrase of the song. Never let them sing any part of a phrase that is covered.

3. Drill: What is this part of the song? and this part? Mary may show *Good morning*. John may touch to *you*. Alice may touch *dear children*.

Post Chart No. 2 and drill in a similar way upon the different phrases. (Do not give extensive drill upon *roast beef*. The words of the group do not appear in the primer text. Let them be remembered as part of the memory rhythm of the verse.)

Change the rhyme and thus add to the interest and vary the reading by introducing tagging or known phonic words in blackboard sentences. The following changes are suggestive:

This little girl went to school,
This little girl stayed at home,
This little girl had a book,
This little girl had none,
This little girl said, "I can jump and run."

This little boy ran to market,
This little boy played at home,
This little boy had a basket,
This little boy said, "I can see in the basket.
I can see a red flower."

This little clock says, "Run to school."
This little clock says, "Play time."
This little clock says, "Run away home."
This little clock says, "Sleep, little children."
This little clock says, "Tick, tock, tick, tock."

This little chair says, "Sit."
This little desk says, "Work."
This little table says, "Read."
This little window says, "See the green trees."
This little flag says, "Good morning to you."

Post the remaining Charts and give similar drill to obtain recognition of words and phrases.

CHARTS ARE HUNTING GROUNDS FOR SOUNDS

The Perception Charts and the tagging cards are to be used as hunting grounds for sounds and their symbols as they are presented and reviewed in the daily phonic lessons. All the simple phonograms developed in the phonic lessons that relate to the Primer, except *z* and *nk*, are illustrated on the cards. It will be seen that many of the words of the cards can soon be sounded in part because they contain simple and blended phonograms known to the pupil, as, *ch-il-dr-n* in *children*; *l-it-tl* in *little*. Permit him to make use of his phonic knowledge by recognizing and sounding the familiar phonograms in these words. Always accept his recognition of a letter form *but do not let him puzzle over unknown sounds of letters*. If he shows a desire to master the word, give instant help where his knowledge fails.

THE PRIMER: FIRST HALF-YEAR

THE VOCABULARY OF THE PRIMER

Through the rhymes and games of the daily program, the pupil acquires easily and quickly a basic vocabulary of sight words, or words that are presented as wholes. The vocabulary of the Primer includes many of these words. It contains two kinds of word problems: (1) Words that the pupil can fully solve through the phonic drills of the Primer. (2) Words that he can solve only in part because they contain phonic elements that he knows nothing of. The words of the first class that have been presented as sight words drop out of the sight vocabulary into a phonic vocabulary as the phonic facts they contain are taught. In this vocabulary the pupil does not need to remember individual words because he holds the magic key to them all.

The words of the second class that present many difficulties of unknown phonograms, unknown combinations, or new sounds for familiar letter forms, are best remembered as wholes until the progression of the phonic drill places them among the phonic or partly phonic words.

Ex. — you good time

Frequent use of such words in sentence and phrase drills will give the pupil power to recognize them. Words that are somewhat alike in form, as, *where* and *there*, *think* and *thing*, and words that do not present vivid associations, as, *that*, *which*, are much more difficult to distinguish and keep in memory than are words that can be pictured or acted, as, *market*, *jump*.

With these words much drill is needed until the phonic lessons give the needed clew to their individuality.

Words that do not appear often in the reading text, that are peculiar to a given rhyme or story, as *roast beef* and *none* of the rhyme "This little pig," should be remembered as part of the story rhythm rather than by means of extended drill.

The pupil is required to make use of all the phonic power he possesses in trying to decipher the words of the second class that contain several known phonic elements. The teacher stands ready to tell the unknown part as the pupil tells the part he knows. For example, the problem to be solved is *market*; sound:

<i>Pupil</i>	<i>Teacher</i>	<i>Pupil</i>
m	ar	arket — market

With the teacher's help at the right moment, his own effort, and the context to help in understanding the meaning or use of the word in the sentence, he acquires confidence and skill in solving such problems.

WHEN TO TAKE THE PRIMER

Place the book in the hands of the pupil when phonic words are developed in the phonic drill, that is, as the twenty-fifth phonic lesson is presented and reviewed. At this time the pupil is equipped with,

- (1) A sight vocabulary gained from Perception Charts and tagging cards.
- (2) A phonic vocabulary of nineteen vowel and consonant sounds, and a steadily growing power to blend sounds into words and parts of words.

Do not try to present or to obtain sight recognition of all of the tagging cards before book reading begins. The use of the book depends upon the phonic power the child has

acquired rather than upon the number of sight words he has memorized.

THE FIRST DAY OF SCHOOL

On the first day of school begin the work in reading :

1. Memorize and sing the Morning Song, Perception Chart No. 1. See page 14.
2. Play Tagging Game No. 4. See page 10.
3. Present the first phonic lesson. See page 36.

MORNING SONG



Good morn-ing to you, Good morn-ing to you, Good



morn-ing, dear chil-dren, Good morn-ing to you.

II. THE MECHANICS OF READING

PHONIC SUMMARY : FIRST HALF-YEAR

The phonic lessons of the Primer present in an attractive manner by means of pictures and stories thirty letter sounds and twenty-four printed symbols or letters. By means of carefully planned enunciation exercises or drills, the pupil discovers that words are made up of these sounds. In response to the printed symbols set before him he blends sounds consciously, that is, he slides his vocal organs quickly and easily from one position to another in order to enunciate the successive sounds and pronounce the given word or part of word. He is trained to blend single sounds into groups that are common in, or characteristic of, the language, and to use these sound groups as keys in solving word problems, whether the problems are synthetic or analytic in nature.

Through the phonic drills of the Primer, given from the Phonic Charts, the pupil has the key to the pronunciation of

- (1) Short-vowel monosyllabic words.

Ex. — man let rob will jump

- (2) Monosyllabic words that end in *y*.

Ex. — cry try dry fly my

- (3) Words that contain *ee*.

Ex. — meet feed green keep

- (4) A few derivatives that end in *ing* and *ed*.

Ex. — packing mending lifted seeded

- (5) Words of more than one syllable that are combinations of

- (a) short words ; as, rob-in, sun-set, cat-nip.
- (b) short phonic words and family names ; as, an-im-al.
- (c) word forms ; as, tum-bling, rad-ish, pic-nic.
- (d) sight words and family names ; as, cry-ing.

In these drills the pupil is made to know through the eye what he already knows through the ear — he is made to translate written language into spoken language with ease and pleasurable interest in the process. At the same time his impression of the pronunciation of words is corrected, if such correction is needed, without undue and wasteful effort, because the eye helps the ear and both together help the vocal organs to establish right habits of articulation and enunciation.

PHONIC DRILL OR THE STUDY OF SOUNDS

The study of phonics should train the child to enunciate clearly ; should free the speech from provincialism ; should strengthen and improve the quality of voice. It should give the child such mastery of word forms that he can readily take in the sense of the printed page. These advantages are gained by drill on phonograms in which the pupil learns not only to put letter sounds together to build syllables and words for the purpose of pronunciation, but also to separate words into their several parts for the same purpose.

In this division of the work, simple phonograms and blended phonograms are presented.

“A phonogram is a graphic character representing a sound of the human voice.” *Ex.* — m, a, ing, eigh.

The phonic drill trains eye, ear, and vocal organs to ready recognition and enunciation of phonograms. It aims at mechanical exactness through sense training and vocal gymnastics. Progress in the drill depends upon two things :

- (a) Sight recognition of simple phonograms.
- (b) Power to blend one sound with another.

DRILLS

Phonic drill is given from letter squares and Phonic Charts to secure :

(a) *Flexibility of the vocal organs.*

(b) *Sight recognition and correct pronunciation of phonograms.*

Daily drill from letter squares and Phonic Charts insures constant review of the entire work.

Letter squares (see page 24) are cards containing (a) vowels ; (b) single consonants ; (c) blended phonograms of two or three letters. The position of the letter on the card indicates whether it is to be used as an initial or as an ending. Words or *word forms* (see page 68) are made when the initial phonograms are prefixed to the family names found upon the Phonic Charts or written on the blackboard.

Expose the Charts. — Reserve wall or door space where the Phonic Charts Nos. 1, 2, 3, and the six Equivalent Charts may be exposed *at all times* within easy view and touch of the pupils. Do not hang one over another. The pupils will form the habit of referring to them at difficult points in silent reading and in spelling or word-building exercises at the desks.

To save time in the drills, the letter squares containing known phonograms should be kept separate from the others. As new phonograms are taught, the number of letter squares in use will be increased. Thus, when *p* is taught, the letter squares *p*, *pl*, *pr*, *sp*, should be added to those used in the drill. When all the letter squares are in use, they should be separated into groups by means of rubber bands, in order that the teacher may know just where to look for a needed square. A few convenient groupings are : 1, the endings ; 2, the vowels ; 3, *c*, *g*, *sc*, *qu* ; 4, *w*, *wh*, *th*, *h* ; 5, *t*, *r*, *b*, *d*, *pl*, *sl*, *tr*.

Upon the Phonic Charts (see pages 25, 26) are represented the majority of short-vowel family names in the language.

The short-vowel family is used as a base. From this, other families containing other vowel sounds are developed by considering the influence upon it of certain letters added or prefixed; for example, *e* final, added to all short-vowel families capable of taking it, converts them into long-vowel families, and shows the power of final *e* upon the next preceding vowel separated by a single consonant; as, *at*, *ate*.

As the chart drill affords no permanent combinations, it should be supplemented by lists of words, written in families, upon the blackboard. The lists should be rearranged frequently that many families may be included. Each word over the sounding of which there is the slightest hesitancy should be noted. These words form the base of the next rearrangement, and show the points on which the class needs further chart drill.

WORD DRILL CARDS

Forty Word Drill Cards give opportunity for effective, rapid drill in print. The cards are in two series. Each card presents thirty-two words for drill. The first series (numbering twenty-six cards) presents for drill families that are represented in Books One and Two. The second series (numbering fourteen cards) illustrates phonic rules, and provides drills by which the young child's confusion of sound and form between *m* and *n*, *b* and *d*, etc., is quickly lessened. The print of these cards is large enough to allow their use in class drills, but the cards are a convenient size for pupils to use in seat-work exercises.

GAME DRILLS

Challenge the child's love of play. All children take great delight in making and solving game problems. Make the

LETTER-SQUARES, PHONIC CHARTS

LETTER-SQUARES

a	e e	i	o	u
---	-----	---	---	---

b	c	d	f	g	h	j	k	l
---	---	---	---	---	---	---	---	---

m	n	p	r	s	t t	v	w	x
---	---	---	---	---	-----	---	---	---

y	z	ch	sh	th	wh	bl	cl	fl
---	---	----	----	----	----	----	----	----

gl	pl	sl	br	cr	dr	fr	gr	pr
----	----	----	----	----	----	----	----	----

tr	sc	sk	sm	sn	sp	st	sw	tw
----	----	----	----	----	----	----	----	----

dw	qu	scr	shr	spl	spr	str	thr	thw
----	----	-----	-----	-----	-----	-----	-----	-----

ENDINGS:

s s	e	ing	ed	er	es
-----	---	-----	----	----	----

PHONIC CHART. NO. 1.

ab	eb	ib	ob	ub
ad	ed	id	od	ud
am	em	im	om	um
ap	ep	ip	op	up
an	en	in	on	un
at	et	it	ot	ut
ag	eg	ig	og	ug
and	end	ind	ond	und
ash	esh	ish	osh	ush
ack	eck	ick	ock	uck
ank	esk	ink	onk	unk
amp	emp	imp	omp	ump
ang	elm	ing	ong	ung
atch	etch	itch	otch	utch

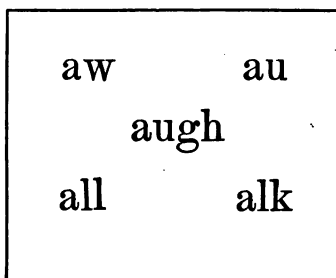
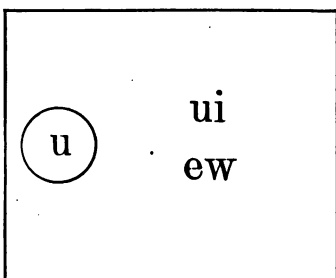
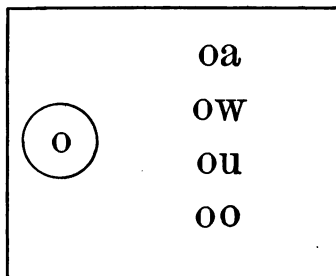
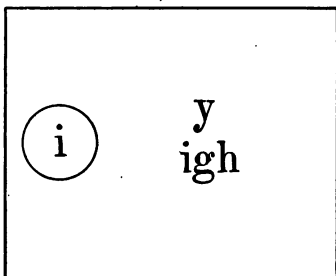
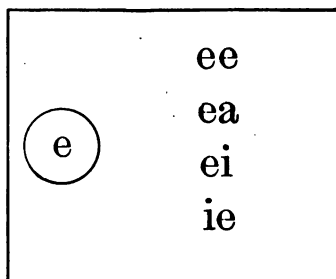
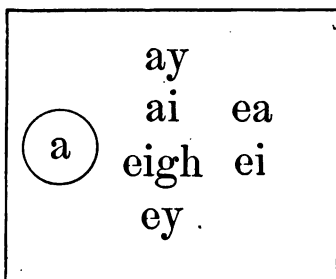
PHONIC CHART. NO. 2.

anch	ench	inch	onch	unch
ass	ess	iss	oss	uss
ant	ent	int	ont	unt
ast	est	ist	ost	ust
aft	eft	ift	oft	uft
ath	eth	ith	oth	uth
aff	eff	iff	off	uff
ald	eld	ild	old	uld
all	ell	ill	oll	ull
alt	elt	ilt	olt	ult
ow	out	oud	ound	oup
oy	oil	oin	ook	oom
ay	ail	ey	eigh	igh
aw	alk	east	oar	ew

PHONIC CHART. NO. 3.

ar	er	ir	or	ur
bble	tion	ake	adage	by
ddle	sion	EEK	EDGE	cy
ffle	ous	ike	idge	dy
ggle	tious	oke	odge	gy
pple	cious	uke	udage	ly
zzle	cial	ear	ave	my
ttle	tian	ead	eve	ny
could	ften	augh	ive	py
would	sten	aught	ove	ry
should	stle	ax =	acks	sy
though	umb	ex =	ecks	ty
thought	eau	ix =	icks	zy
through	ph	ox =	ocks	y

EQUIVALENT CHARTS



game drills like the games they play at the play hour, in the spirit in which they are carried on. Note that in these games there is little deliberation, little waiting. Action is everything. Each child is interested in what his mates are doing, as well as responsible for his share in the game. The nearer the approach to this ideal in the game drills the more definite will be the results. These exercises must appeal to the child as plays, not as tasks. Many games are indicated for use. These will admit of many variations. No game should be prolonged until the children are weary.

THE TEACHER'S ATTITUDE DURING THE DRILL

The teacher who uses the method correctly will find that she has very little talking to do during the progress of the phonic drill. Her work is to make rapid combinations of phonograms, to listen intently, and to make instant corrections of mistakes. She should look into each child's face as he recites, and carefully watch the lips and the position of the vocal organs. Her eye will often detect an error in the comprehension of sound before her ear catches it.

In order to make this watchfulness possible, the class should be divided into groups for recitation. As a child develops power to blend and becomes a leader in the drill, he should be shifted from group to group until he finds himself with those who are making equal progress.

CONCERT WORK

Concert work may be used to advantage. It holds the attention of the class, gives the timid courage to speak out, and is of great assistance to many pupils in getting the blend. Much good work may be accomplished with the concert exercise, provided the teacher is alert for mistakes, and is careful to remove "leaders" from the group as soon as they develop.

The exercise should be brisk and clear-cut. The last phonogram in a word should have as distinct articulation as the first.

Concert work should be ranked at its proper value. It cannot take the place of individual testing and drill. Each child must depend on himself. The teacher should know just how much each child knows.

REVIEWS

Use reviews for giving extra time and attention to laggards or those who for any reason are not up to grade. Rearrange the class grouping so that this may be done effectively. Work for sight recognition of all words and phonograms.

HOW TO FIND THE SOUND OF A PHONOGRAM

Teach and use the sounds only, not the names of the letters. The teacher may find the sound of a given phonogram by pronouncing slowly words in which it appears. The sound in question should be separated from the other sounds of the word. For example, the sound of *b* is readily discovered by saying b-at, ta-b. The following words contain the letter sounds of the primer lessons. Where possible these are given as initial and final sounds:

<i>bat</i>	<i>can</i>	<i>gum</i>	<i>Don</i>	<i>pill</i>	<i>fur</i>	<i>sits</i>	<i>shall</i>
<i>tab</i>	<i>picnic</i>	<i>mug</i>	<i>nod</i>	<i>lip</i>	<i>ruff</i>	<i>sums</i>	<i>lash</i>
<i>that</i>	<i>thin</i>	<i>church</i>	<i>hill</i>	<i>cry</i>	<i>kick</i>	<i>ring</i>	<i>zigzag</i>
<i>with</i>	<i>moth</i>	<i>which</i>	<i>Jill</i>	<i>packs</i>	<i>win</i>	<i>rink</i>	<i>green</i>

SIMPLE PHONOGRAMS

A simple phonogram, save for a few exceptions, represents a single sound. *Ex.* — t, aw, sh, ph, eigh.

This class includes the following:

- (a) *All single consonants.*
- (b) *Consonant digraphs, ch, sh, wh, th, gh, ph, ng, ck.*
- (c) *The vowels, a, e, i, o, u.*
- (d) *The diphthongs, ow, ou, oy, oi.*
- (e) *Vowel digraphs, ai, ay, ey, ea, ei, ee, ie, oa, oo, ou, ow, ui, ew, au, aw.*
- (f) *Vowel equivalents, igh, eigh, augh, ough.*

It is considered that no letter is silent in consonant digraphs, diphthongs, vowel digraphs, vowel equivalents, and doubled consonants in the same syllable, but that each letter partakes of the sound. *Ex. — tack, town, coat, weigh, tell, see.*

The association between many simple phonograms and their sounds is fixed through :

- I. Stories or incidents.
- II. Gestures.
- III. Pictures.

I. *Stories.* — The sounds are likened to those heard in nature or in the routine of daily life. An apt illustration brightens the drill, helps the child to get the sound correctly, and aids in its retention. The stories should be short, and based upon a child's interest, the sound to be taught being introduced as often as possible. The letter square containing the phonogram should be presented, and the phonogram recorded upon the blackboard after the sound has been given and discussed. Frequent reference should be made to the written character, that the association between the phonogram and its sound may be established.

II. *Gestures.* — These are made by the child as the associated sound is pronounced, or preferably by the teacher to recall to the child's mind a desired sound. Thus, the extended warning hand recalls *sh*; puckered lips recall *w*. The suggestive

names serve the same purpose and are for the teacher's use alone. Both names and gestures are discontinued as the necessity for their use disappears, *i.e.* as the phonograms are learned.

III. *Picture Charts.*—Picture Charts are valuable aids in teaching simple phonograms. They should be of good size, and, with the few exceptions noted in the illustrations, each Chart should contain the four forms of the letter. Make the printed forms by means of stencils or rubber stamps and write the script in the style of writing used in the school. The picture is the associating link between the sound and its phonogram. Pictures may be drawn directly upon the Chart, or very attractive colored charts are made by cutting and pasting suitable pictures from magazine covers, children's picture books, or advertising posters.

Hang the Charts one by one as the sounds they illustrate are presented, to form a border at the base of the blackboard or in some place in easy view of the pupils, where they can touch them. It is necessary for little children to touch as well as hear and see the things they are to know about. The Charts in this position are in constant use for reviews. Hand the child who does not recall the sound of a given phonogram, the letter square containing it. Tell him to match it on the Picture Charts. When he matches his letter, the picture beside it recalls the illustration used and the sound of the phonogram.

PRESENTATION OF SIMPLE PHONOGRAMS

To present a simple phonogram, pronounce it distinctly, in full view of the pupils, that they may have opportunity to observe and get the sound through imitation. Always give the sound yourself before you ask the pupils to give it. Do not, as a rule, call the child's attention to the position of his vocal

organs, but note closely this position when he is enunciating a phonogram. An error in comprehension of sounds is quickly detected by this means. If the mouth is opened when *m* is to be sounded, the child is probably giving *n* instead of *m*; if when *th* is to be sounded the upper teeth rest upon the lower lip the child is giving the sound of *f* instead of the one called for, etc.

When possible, make use of the incidents or happenings of the day. A child may fall asleep; this is the time to present the sound of *sh*. Some one may tell of a trip from home; this is the opportunity to talk about the sound of the steam engine, *ch*. Recitations *about* the sounds of letters are of little practical value in learning to read. *Form and sound must be associated.* Make the association between the sound and its phonogram so close that seeing or hearing one form will recall the other instantly.

The first sounds presented through the drills of this book are familiar to the child through the ear as sounds of nature or of industry. With these sounds the work of presentation is very simple. All that has to be done is to make them known to the eye—to make them visible by presenting the phonograms. When unfamiliar sounds are presented, there is more to do, for the sound itself must be taught. To hear, to enunciate, to recognize the phonogram is the natural order of instruction.

SCRIPT AND PRINT

Both script and print may be used in the drills without confusion to the child. All blackboard work should be in script; the tagging cards, letter squares, Perception Charts, and Phonic Charts afford extensive drill in print. The print and script forms of the letters are grouped upon the Picture Charts. Attention should be called to these when the Charts are presented, though at first emphasis should be laid upon the small letters. The

LETTER-SQUARES, PHONIC CHARTS

LETTER-SQUARES

a	e e	i	o	u
---	-----	---	---	---

b	c	d	f	g	h	j	k	l
---	---	---	---	---	---	---	---	---

m	n	p	r	s	t t	v	w	x
---	---	---	---	---	-----	---	---	---

y	z	ch	sh	th	wh	bl	cl	fl
---	---	----	----	----	----	----	----	----

gl	pl	sl	br	cr	dr	fr	gr	pr
----	----	----	----	----	----	----	----	----

tr	sc	sk	sm	sn	sp	st	sw	tw
----	----	----	----	----	----	----	----	----

dw	qu	scr	shr	spl	spr	str	thr	thw
----	----	-----	-----	-----	-----	-----	-----	-----

ENDINGS:

s s	e	ing	ed	er	es
-----	---	-----	----	----	----

PHONIC CHART. NO. 1.

ab	eb	ib	ob	ub
ad	ed	id	od	ud
am	em	im	om	um
ap	ep	ip	op	up
an	en	in	on	un
at	et	it	ot	ut
ag	eg	ig	og	ug
and	end	ind	ond	und
ash	esh	ish	osh	ush
ack	eck	ick	ock	uck
ank	esk	ink	onk	unk
amp	emp	imp	omp	ump
ang	elm	ing	ong	ung
atch	etch	itch	otch	utch

SUGGESTIONS FOR PRESENTING PHONOGRAMS

A choice of illustration is offered for several sounds.

LESSON 1. — THE SOUNDS OF *ă* AND *sh*



a — The lamb's cry or the happy baby's laugh, as in *am*, *at*, *Alice*, *Annie*, *Albert*.

"Out in the pasture the old sheep are eating grass. The lambs run and play. Some-

times they run so far from their mothers that they think they are lost. Then they cry, '*ă-ă-ă-ă*.' When a lamb finds its mother again, it is very happy. Tell me what the lamb says. Each mother sheep knows her baby's voice. What do you think the mother does when she hears her lamb crying? This (write *a* upon the board) makes me think of the lamb's cry. When I look at it, I think of the sound *ă*. See, *ă* is on this card (show letter square). Mary may tell the sound she thinks of as I point to the card. John may find *a* upon the board. All play that you are lambs and cry, '*a-a-a-a*.' (Present Picture Chart.) Find *a* on this chart. If we should forget what *a* says, the picture of the lamb will help us to recall it." (Tack the Chart in position.)

With many classes the illustration of the happy baby's laugh may be used:

"Who has a little baby at home? How old is she? Do love her? Can she talk? What does she say? I once

knew a baby who said something like *ă, ă*, when she was happy. Does your baby ever say that? This (writing *a* upon the board) makes us think of what the happy baby says. See, it is on this card (show letter square). You may all say *a*. What is this on the board, Mary? What is on the card, John? (Write *a* in several places on the blackboard.) Alice may find *a*. Willie may find it. What did Willie find, Edith?" (Concert recitation should always be followed by individual recitations. See that each child gives the sound correctly.)

sh — The hushing sound, as in *shelf, ship, brush*.

Gesture. — Hand raised to suggest silence.

"Does baby stay awake all day? Are you noisy while baby sleeps? Why do you try to be still? If baby is sleeping when you get home from school, how could mamma tell you to be quiet without speaking aloud? She could hold up her hand so (raising hand to suggest silence), and say *sh, sh*. I will write *sh* on the board. You may all look at it and hold up your hand, saying *sh*, as mamma does. (Present Picture Chart.) What (pointing to *a*) does the happy baby say? What (pointing to *sh*) does mamma say when baby sleeps?"



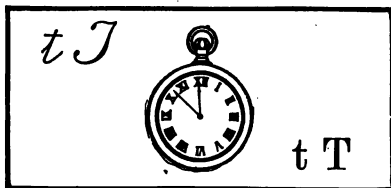
Game. — "Play that the baby is asleep. Mary may be the mother; Alice may be the baby; Willie may be the brother who does not know that the baby is sleeping as he comes in from school. John may find the sound that the mother will make when she hears Willie."

Seat Work. — Make picture of a sleeping baby; of mother raising hand to call for silence.

Reviews. — Make use of every opportunity during the day to show the cards containing *a* and *sh* and call for the sounds

they represent. Let the pupils carry home slips of paper containing these sounds to show mother what they have learned on the first day of school.

LESSON 2. — THE SOUND OF *t*



t — The watch or clock sound, as in *Tom, tick, mat, stop.*

Gesture. — Swaying movement of the arm in time with the pendulum.

“One night a little girl sat upon papa’s knee. He took out his watch and held it close to her ear. ‘The watch talks to me, papa,’ said the little girl. ‘It says *t, t, t.*’ How many children in this class have heard a watch talk? You may listen to my watch. What did it say to you, Mary? What to you, John? You may all tell me what the watch says. This (writing *t* on the blackboard) will make us think of the sound the watch makes. It looks somewhat like the hand of the watch. Of what sound does it make us think?” (Present Picture Chart.)

Ear and Eye Training. — “Listen to the clock. Swing the arm in time with the ticking of the clock. (Write a row of *t*’s upon the blackboard.) Swing the arm and give the sound as I point to the letters: *t, t, t, t, t.*”

“Boys in this class have *t* in their names. This is Albert’s name (write *Albert*). Find *t* in it. Say the word and listen to the *t* sound at the end. This is Robert’s name. Find *t* in his name. Think of your own name. Say it slowly and listen for the *t* sound. Tom has it. Annette has it.” (Write the names that contain *t* on the board and let some child point to the letter. Give name cards to the pupils whose names contain *t* and underscore the letter.)

LESSON 3. — THE SOUND OF *m*

m — The cow's bellow, as in *Mary, milk, moon, Sam, cream.*

"I am thinking of an animal. I will tell you about it. It is large. It has two horns. It has a long thin tail with a



tassel at the end. It chews the cud. It says *m, m* (teacher prolongs the sound). What is it? That is right; it is a cow. (Present Picture Chart.) Tell me what the cow says; all together tell me; John tell; Elsie tell. This (writing *m*) is a picture of what the cow says."

Ear and Eye Training. — "*M* is in names. Say your name slowly and listen for the *m* sound. *Mary* has it (write the name). Touch *m* in your name, *Mary*. You may call *m* your sound because it is in your name. *Martin* has *m* in his name (write). Find *m*. *Martin* also may have *m* for his sound. I think of something that shines in the sky at night. Its name begins with *m*. When I say the word slowly, listen for the first sound. (Write all words discussed on the board and have the sound in question found.) The name of something that we drink begins with *m* (milk); of something that we eat (meat); of some one who loves us (mother)."

LESSON 4. — REVIEW

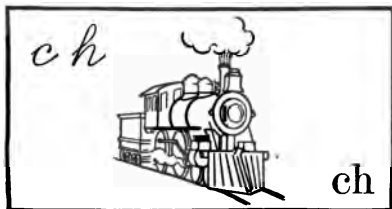
"Find the picture of the sleeping baby. What sound does the picture make you think of? Touch *sh*. Find *t* on the Picture Chart. Find *a*. Find *m*. Find *a* on the letter square, and match it on the Picture Chart. Find *t* and match it. Find *sh* and match it. Think of a name with *a* in it. (*Alice, Albert, Alfred, Anna.*)"

Present the Perception Chart of the Morning Song. Present

also the letter squares *t* and *m*, for sounding. "Who can find *m* on the song card? Mary may match it with *m* on the letter square. Who can find another *m*? Who can find *t*? Match it with the letter square *t*."

Seat Work. — Give each child a box of letters. Find all the *t*'s and place them in a row. Find *a*'s, *m*'s. Find all the *sh* sounds.

LESSON 5. — THE SOUND OF *ch*



ch — The engine sound, as in *Charlie, chalk, chin, church*.

Ask different pupils about the way they spent the summer. Let those who went from home tell where they went and how they went. Those who rode

on the steam cars waited at the station until the train came in. Teacher tells how she knows that the train is near. She hears the sound *ch, ch*. (Present Picture Chart.)

"Play that we are going away on the steam cars. John may choose a good place for the station. Alice, Mary, Willie, and Fred may go to the station to wait for the train. Show me the sound you will hear when the train draws near. Charlie may be the engine. I will write his name on the board so that you may see why I choose him for the engine. He has *ch* in his name. As the engine stops at the station, the passengers get in (step behind Charlie and follow where he leads) and the train goes on, sounding *ch* as it goes."

Eye and Ear Training. — Find *ch* in the names of children — Charlie, Chester, Blanche, Rachel. Write the names on the board and match *ch* in them with *ch* in the letter squares. Find *ch* on the Perception Chart of the Morning Song. Think of something in the room that begins with *ch* — chair, chalk. The name of part of the face has *ch* — chin. The name of part of

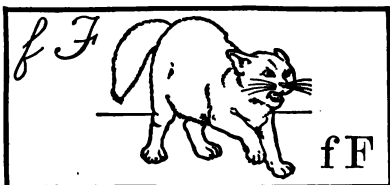
the body has *ch*—chest. (Write all words discussed on the board and have the sound in question found and matched with the same sound on the letter square.)

Seat Work.—Use letter boxes. Find sounds of *a*, *sh*, *t*, *m*, and *ch*.

LESSON 6.—THE SOUNDS OF f AND r

f—The cross cat's sound, as in *fur*, *feet*, *full*.

Speak of cats and dogs that are good friends. Show pictures illustrating the stories. Let the pupils tell of their own pets. "What does kitty say when she fears a strange dog? She says *f-f-f*." (Present Picture Chart.)



Eye and Ear Training.—Find *f* in the names of children and drill as in previous lessons.

"Think of birds. They do something that begins with *f*. (Write *fly* when it is given in answer to the suggestion.) Think of birds again. They are covered with something that begins with *f*. (Write *feathers*.) Think of recess time. What do we have then that has *f* in its name? (Write *fun*.) Think of walking. What part of the body do we move when we walk? (Write *feet*.) In cold weather ladies carry something to keep their hands warm. This has *f* in its name." (Write *muff*.) Let different pupils underline *f* in each of these words.



r—The cross dog's growl, as in *red*, *read*, *Robert*, *Mary*.

"How does the dog growl when he is angry? He growls *r, r, r*." (Present Picture Chart.)

Eye and Ear Training.—Give drill as in previous lessons.

LESSON 7. — REVIEW

Game Drills for Obtaining Sight Recognition of Simple Phonograms

Obtain *individual recitations*; the goal is *individual power*. Cultivate rapidity in mental action.

No. 1. Place letter squares containing known phonograms in a row upon the blackboard ledge. The teacher says, "John may find *t* and hand it to me. Mary may give me *sh*," etc. Each child takes part in the exercise. The class helps by repeating the sound until the square is found. Then all clap hands.

No. 2. Require the sounds of phonograms to be given as the letter squares are presented in rapid succession. If a child hesitates, let the next tell.

No. 3. Stand cards in a row on the blackboard ledge. All the pupils close their eyes. While the eyes are shut, the teacher or child touches a card. Pupils open eyes and try to find the card touched. For example, m was touched. First pupil asks, "Is it *f*?" touching f. Teacher answers, "No." Each child in turn tries to find it. If no one succeeds, the teacher tells.

Seat Work. — Distribute pictures illustrating the sounds already taught. These pictures may be cut from school papers, old primers, magazines, etc. Give each pupil a full set, if possible, also his individual letter box. He finds known sounds and groups them upon the pictures with which they are associated.

LESSON 8. — THE SOUND OF **z**

z — The sound of the bee, as in *buzz, breezes, zigzag, zebra*.

Gesture. — Both forefingers extended from the temples to indicate the antennæ of bees.

"I am thinking of a busy little insect. It flies among the flowers. It has two little feelers on its head. (Teacher makes the gesture.) It makes honey. It sings a little song. Tell me what the insect is. Yes, it is a bee. This is the song of the bee, z, z, z. Let us play that we are bees." (All make the gesture and give the sound.) Write z, present Picture Chart, show the letter square, call for individual recitations.

Eye and Ear Training.—Game Drill No. 4. Pass three or four letter squares to as many children. They are to match the phonograms upon the Picture Charts and give the sound. Each child then stands beside the board on which known phonograms are written and holds his card in plain sight. The other pupils look along the line of cards to find, match, and sound the written phonograms.

LESSON 9. — THE SOUND OF W

w—The wind sound, as in *wind, window, water, wall.*

Gesture.—Lips puckered as though ready to form sound.

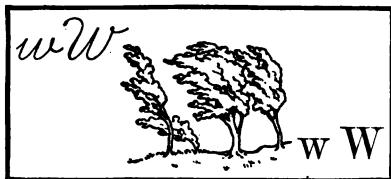
Speak of Indian mother and her papoose. "The pa-

poose's cradle hangs in a tree. Baby is rocked to sleep by the soft winds; hear them make the sound *w, w.* (Present Picture Chart.) Papoose hears the bees as they fly by. They make the sound *z, z.*"

Eye and Ear Training.—Drill as in previous lessons.

Pronounce distinctly a word beginning with a sound already taught. The pupils are to tell the initial sound and to give other words beginning with the same sound.

Game Drill No. 5. Display the Phonic Charts I and II. Hang them within easy reach of the pupils. They are to be used as hunting grounds where the pupils look for the sounds they know.



Pass out letter squares containing known sounds, one to a pupil. Each child matches his letter upon the chart and gives the sound.

No. 6. This drill may be used at the close of the recitation or just before recesses. In it the children form in line for passing. Those who can name a phonogram or word at sight as the teacher presents the letter squares rapidly, one after the other, pass first. Those who hesitate take the card from the teacher and remain in line for a second or third chance. The teacher assists them to recall the sounds of phonograms by making use of the suggestive names.

LESSON 10.—BLENDED PHONOGRAMS

A blended phonogram represents a compound sound. It is a combination of simple phonograms uttered as nearly as possible with one impulse of the voice, and is used as a unit in the sounding of words. This class includes three subdivisions:

1. Consonant combinations used either as *initials* or *endings*.

Ex.—*Initials*: st, fr, cl, sc.

Endings: ly, ry, cy, ty.

2. *Family names* composed of a vowel, vowel equivalent, vowel digraph, or diphthong with its following consonant combinations. *Ex.*—ack, eight, oak, owl.

3. The union or blending of 1 and 2 giving *words* or *word forms*.

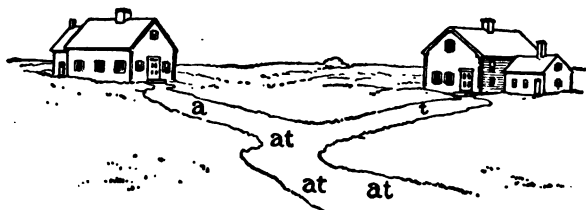
All blended phonograms are uttered as nearly as possible with one impulse of the vocal organs.

Pronounce *tr* not *t-r*, *ash* not *a-sh*, *amp* not *a-m-p*.

The teacher may readily assure herself regarding the pronunciation of blended phonograms by pronouncing slowly monosyllables in which they occur. The value of the phonogram will be made evident by making a slight pause between the initial letters and the family name; as, *cl* is heard in *cl-ock*, *cl-am*, *cl-ay*, *cl-ick*; *bl* is heard in *bl-ack*, *bl-end*, *bl-ow*, *bl-each*.

— The phonogram is to be sounded as it is *heard* in such words.

Illustrate the blending of sounds by representing them as walking and talking together. Draw in simple outline a sketch upon the blackboard:



Pretend with the pupils that *a* lives in the house on the left, that *t* lives in the house on the right. When *a* reached the corner on its way to school, it waited there for *t* to come. When they met they began to talk as children do when they meet a playmate. Listen to what they say as they walk along together, *at, at, at*. *At* is the first blended phonogram. After these sounds are blended, do not drill upon *a* and *t* separately. Drill upon the combination *at*.

Erase *t* from the sketch. Play that *t* has moved away and that *m* lives in his house. *A* and *m* walk down the paths, meet, and talk, saying *am*. Erase *m*, substitute *sh*, form *ash*. When *o* is known, erase *a*, write *o* in its place, form *ot, om, on*, etc. In a similar way, form *tr, sl, tw, sm*, etc.

Also illustrate the blend by holding letter squares in the following positions, the sound being given as the square is presented :

- (1)

- (2)

 . . .
- (3)

Repeat rapidly several times, bringing the cards nearer together at each sounding until the sounds blend easily as the

cards are overlapped. Present the overlapped cards (Fig. 3) for sight recognition.

Drill upon Blended Phonograms. — Drop drill upon all simple phonograms when they can be recognized at sight, in favor of drill upon blended phonograms in which they appear. Extensive drill upon single sounds leads to explosive or faulty enunciation; *b* becomes *bŭ*, *d* becomes *dŭ*, *l* becomes *ŭl*, *h* becomes *hŭ*. The effort to make the sound distinctly and the interest of the exercise tend to produce this deterioration of sound. The direct result of such drill upon single letters is that blending or combining sounds becomes much more difficult than it need be to many children, particularly so to those who are not ear-minded.

To Recall Blended Phonograms. — If the sound of a blended phonogram cannot be recalled, cover the last letter while the child sounds the first; then cover the first letter as he sounds the last. Remove the cover and let him pronounce the phonogram. Some children obtain clear perception of the blend readily; others require considerable drill before it dawns upon them. It is often advisable to assist a child who is not ear-minded, in pronouncing the first blended phonograms.

Do not defeat the object of the drill by attempting the wearisome task of teaching blended phonograms as wholes, to be remembered as units. Simple phonograms must be learned in this way, but sight recognition of blended phonograms comes slowly and surely through frequent games and drills, and the constant application and growth of the power to blend one sound with another. Sight recognition is the goal; while striving to reach it, however, the child should retain the power to give any part of any phonogram if required. He should be able to analyze as well as build the phonogram.

LESSON 11. — REVIEW

The blended phonograms that can be formed at this time by blending familiar simple phonograms are: *ash, at, am, atch, aff, tr, tw, fr, shr*. Prepare family name cards for use in the game drills by printing the phonograms upon slips of cardboard by means of brass stencils or rubber stamps, or obtain these family names in this form by cutting a set of large Phonic Charts into strips. Include the letter squares containing the initial combinations *tr, tw, fr, shr* with the letter squares already in use in the daily drill.

Game Drills. — Review all games.

No. 7. Distribute letter squares and family name cards to those who tell correctly the sounds represented upon them. See who holds the greatest number of cards at the end of the exercise. (Provide duplicate cards.)

No. 8. Each child, holding the squares he had at the close of the last exercise, goes to the place at the blackboard assigned him by the teacher. He places each square right side up on the ledge. He plays that they are cows, sheep, or birds, according to the name given to the game. The pupils listen attentively as the teacher calls the flock home. She says, "I wish *at*," enunciating very clearly and distinctly so that there may be no question about the sound asked for. Each child inspects his squares to find the one marked *at*. Those who find it run quickly to the teacher, giving the sound as they hand her the square. The teacher continues to call until all the flock is at home.

Seat Work. — Hectograph blended phonograms upon manila card in large plain writing. Make many duplicates in order that each child may have several copies of each phonogram. Space the writing so that, when cut into small cards each containing a blended phonogram, no card will be shorter than one

inch upon any one side. Give each child a box or large manila envelope containing a set of these cards.

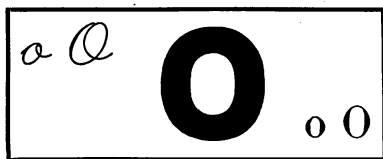
(1) Write known phonograms in a row upon the blackboard. The pupils are to find the phonograms and arrange the cards in the same order upon the desk.

(2) The pupils are to sort the cards into piles, placing duplicate phonograms or words together.

(3) Write blended phonograms upon the board. The pupils are to find these among their cards, arrange them in order upon the desk, and build duplicates with single phonogram cards.

They should be allowed to whisper the sounds to themselves when working with the letter squares.

LESSON 12. — THE SOUND OF *o*



o — The round sound, as in *top, clock, lock.*

Gesture. — Circle made by bringing tips of thumb and forefinger together.

(Present a ring.) “Show me something as round as this ring. Open your mouths; make the opening round as a ring. Say *o, o*, while your mouths are open. *O* is the round sound. The letter is round. Your mouths have a round opening as you say *o, o.*” (Present Picture Chart.)

Blend *o* at once with known phonograms to form *ot, om, osh, oft, off, oz, otch*. Write *o* upon the blackboard. Write *t* beside it to form *ot*, and have the phonogram sounded. Do not accept *o-t* as the correct sound. Help the pupils to make the blend complete and to give the sound *ot*. Erase *t*, substitute *sh* to form *osh* and have it sounded. In a similar way form the remaining phonograms of the lesson and have them sounded.

Eye and Ear Training. — Include all blended phonograms in the game drills. Play No. 5 and No. 6, see pages 43 and 44.

LESSON 13. — THE SOUND OF **n**

n — Heard in *nail, nest, nut, no*.

Gesture. — Shaking of the head as in negation.

“A little baby could not talk, but he could understand

what was said to him. When mamma put him in his carriage, he nodded his head and laughed for joy. When she wished to take him out of the carriage, he shook his head and said ‘*n! n!*’”

Eye and Ear Training. — Provide objects whose names begin with *n*, as *nut, nail, nest, net*. Place them in different parts of the room — on the table, in the blackboard rack, etc. “I am thinking of something that begins with *n*. It is in the blackboard rack” (*nut*). Write the word and have the letter underlined. Have the other articles found, the letter listened for, the word written and the *n* underlined.

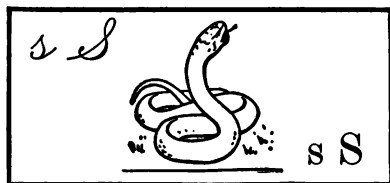
Blend *n* at once with known phonograms to form *an, on, ant, ont*.

Display Perception Charts and tagging cards that have been presented. The pupils are to find *n* in the words *window, children, sounding, noon, run, stand, morning*, etc.

Game Drill. — Play Game No. 5. Find *an* and *on* on the Charts. Review all known phonograms in this game.



LESSON 14. — THE SOUND OF **s**



s — The snake sound, as in *Sam, sun, class*.

“A cat was playing with something in the field. This had no feet, no legs, no hands, no arms. It climbed a little

bush, and ran so quickly here and there that kitty could not

catch it. What do you suppose it was? It makes the sound *s*, *s*, when it is frightened or angry. This is a picture of it." Show Picture Chart of snake.

Blend *s* at once with known phonograms to form *oss*, *ost*, *st*, *sm*, *sn*, *sw*. Find these phonograms on the letter squares and Phonic Charts. Find *s* on known tagging cards.

Eye and Ear Training.—Review all game drills.

Addition of s to Families and Words.—Blend final *s* with family names upon the blackboard and place the letter square s after known sight words for blending. Final *s* after *p*, *t*, *k*, or *f* is sharp like initial *s* or *ss*. It is difficult to give *s* this sharp sound after other letters. In speech, *s* in this position usually takes the sound of *z*. Test this statement by pronouncing these phonograms:

<i>s sharp</i>		<i>s like z</i>	
jumps	ats	runs	ams
likes	affs	finds	as
packs	whiffs	sees	brothers

The teacher should know why and when the *z* sound of *s* is used, but it is not advisable to present this as a teaching lesson to little children. Assist them in their first efforts to blend final *s* with words or families that require the *z* sound. Let them get it by imitation. Afterward they will slur the sound of *s* when necessary and do it, as we do, unconsciously.

LESSON 15.—REVIEW

Game Drills.—The following games with the eight games included in the preceding pages (42 to 47) serve a definite purpose. They offer attractive review drills by which sight recognition of phonograms is obtained and by which blending is aided. The words and word groups of the songs,

rhymes, and games of the program may be included with the phonograms in these games.

Three sets of cards are available for use:

- (1) Letter squares.
- (2) Family name cards.
- (3) Tagging cards.

As new phonograms are presented and blended, and as new words and word groups are included in the reading lessons, include the cards containing them with the cards already used in the games in order to keep all facts taught in constant review.

No. 9. Present phonogram cards and word cards in rapid succession. Each child buys a ticket, that is, sounds the phonogram or says the word presented to him. The tickets may be for seats at the circus, seats for the play, seats in an automobile, seats to hear a story, or for any other action play or entertainment that may be planned to follow the lesson in the course of the program.

No. 10. Present a card to each child in turn round the class. He is to sound the phonogram or say the word. Each child takes the card he has sounded correctly. Work rapidly. If a child hesitates, pass to the next. Give the hesitating ones other chances to tell, but do not let the exercise drag by waiting for them to say what they do not know. When all the cards have been passed out, the teacher announces that she is ready to take pictures.

Child. — Will you please take my child's picture?

Teacher. — What is your child's name?

The child holds the letter square up to view, and gives the sound. The teacher writes the phonogram, that is, takes the picture.

The game should be changed with each turn around the class. The changes must be made rapidly, or attention will lag and desired results will be lost. Do not waste time with

elaborate game devices. These should be time savers, not time wasters. The teacher should say simply, "Let us play something else," then name the next game, or accept the game suggested by the class. It will be seen that the new game is in many cases the old game under a new title.

The blackboard may be:

No. 11. A post office.— Each child says, "Please post this letter."

No. 12. A table to be set.— Each child has a dish for the table.

No. 13. A Christmas tree.— Each child hangs a present on the tree.

No. 14. A bank.— Each child puts money in the bank.

No. 15. An automobile.— As fathers and mothers, the pupils send their children for a ride. Etc., etc.

The games are played until the blackboard is full or all the squares and slips have been returned to the teacher.

Another series of games in which the phonograms are erased from the blackboard, one by one, as they are correctly sounded by the pupils, provides opportunity for interesting and valuable oral language exercises. These should be used as rest exercises between the games. As in the games upon the playground, the inattentive, careless child who cannot do his part loses the privilege of the game. This is more of an incentive to attention and effort than any amount of urging on the part of the teacher. The games proceed:

No. 16. The blackboard filled with phonograms and words is the post office.

Each child in turn says, "I see a letter for me."

Teacher says, "Touch it, and tell what it is."

Child chooses a phonogram and gives the sound as he touches it with the pointer.

Teacher erases, that is, gives it to the child. Those who cannot choose and sound quickly and correctly do not receive a

letter, and are not allowed to join in the language exercise that follows. In this, each child in turn faces the class, places his hands as holding a letter, and plays that he is reading it aloud as he volunteers a simple statement. *This is the beginning of original language work.* It calls into play the constructive imagination. At first the only requirement is that the statement should be interesting.

No. 17. Blackboard is the bank. — Pupils draw money.

Language exercise: Tell what is to be done with it.

No. 18. Blackboard is a Christmas tree. — Pupils choose gifts.

Language exercise: Unwrap and tell what the gift is.

No. 19. Blackboard is fruit stand. — Pupils buy fruit.

Language exercise: Tell what it tastes like.

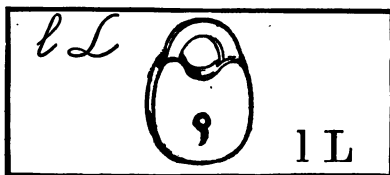
No. 20. Use the Phonic Charts in the games. Upon Charts Nos. 1 and 2 a number of short *a* and short *o* families can be blended and recognized. For example, *at, am, atch, ot, ost, oll*, etc. Pupils close their eyes while the teacher touches one of these known phonograms. The game proceeds as in Game No. 3, page 42.

Other games and devices for the use of letter squares and Charts will occur to the practical teacher. In the games and drills, no deliberation over the recognition of phonograms should be allowed. It should be instantaneous or not at all.

LESSON 16. — THE SOUND OF l

1 — The first sound heard in *lock, look, listen, London*; the last sound in *doll*.

Gesture. — A twist of the wrist, as when turning a key in a lock.



“What is this (showing a key)? How is it used? Say the

word *lock* slowly — *l ock*. Now say the first part of the word alone — *l*. This (showing phonogram) is a picture of the sound *l*. Play it is a key. Make the gesture as though turning a key in the lock as you say *l, l*." (Present Picture Chart.)

Blend: *oll, sl, fl*.

Eye and Ear Training. — Give drill as in previous lessons.

Game Drills and Language Exercise. — Include the family name card *oll* and the letter squares *sl* and *fl*.

No. 11. Post Office.

No. 12. Setting Table.

No. 13. Christmas Tree.

No. 17. Drawing Money.

Olt has the long sound *o*. Do not call attention to it at this time.

LESSON 17. — THE SOUND OF *ee*

ee — Twin sounds, as in *see, feet, tree*.

Present the familiar words *see* and *wee*. Have the first letter in *see* sounded and underlined. Sound the word slowly to discover the sound of the remaining letters of the word. Find the same sound in *wee*. Show the letters that make the *ee* sound. Erase the consonants in both words and give the sound of the remaining letters — *ee* (see page 31). Write *m* after *ee* to form *eem* and have the phonogram sounded. Erase *m* and write *t* to form *eet* and have the new phonogram sounded. Blend *ee* in a similar way with *ch, f, r, n, l*, to form *eech, eef, eer, een, eel* and have the phonograms sounded by each pupil.

Drill in print from the Charts; place the letter square ee before *em, eh, et*, on Phonic Chart No. 1 to form *eem, een, eet*; place it before *er* on Phonic Chart No. 3 to form *eer*.

Eye and Ear Training. — Game No. 21. Pupils close their eyes while the teacher forms e et upon Chart No. 1. When the eyes are opened, the first pupil takes the letter square

and places it to make one of the *ee* phonograms upon the Chart, pronouncing the phonogram he has formed, and asking if it is the one the teacher made. Each child in turn tries, until some one succeeds in forming the right phonogram.

Pronounce distinctly words containing known phonograms. The pupils are to tell the sounds they recognize.

LESSON 18. — KEY WORD *see*

A key word is a sight word through which the child masters other words of the same family. Present the familiar word *see* as a key word. Cover *ee* while *s* is sounded by the class. Cover *s* while *ee* is sounded. Tell the pupils that both *e*'s share in the sound of *e*, but as they speak at the same time, we hear but one sound. Erase *s* and write *w* in its place. Sound *wee*. Erase or cover the third letter and sound *we*. Erase *w* and write *m*. Sound *me*. In a similar way form *she*, and sound it. Write the words in a column so that the similarity of construction may be plain and drill thoroughly.

Cover the first letter in the phonogram *ee* on Equivalent Chart *e* with successive initials to form *me*, *she*, *we*. When *b* and *h* are known, these initials will be used in this drill.

Game Drills. — Keep all facts in constant review by means of games.

LESSON 19. — REVIEW

Game Drills and Language Exercise. — Keep all facts in constant review by means of games.

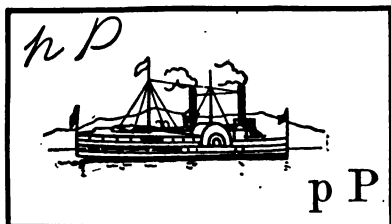
No. 14. Bank.

No. 11. Post Office.

No. 12. Setting Table.

No. 13. Christmas Tree.

Include all *ee* phonograms in the games, also the cards of words and word groups upon which drill is needed.

LESSON 20. — THE SOUND OF **p**

p — The puffing of a steamboat, as in *post, pasting, pear, pull, pocket.*

To assist the child in comprehending a sound, place your vocal organs in the correct position for its enunciation.

Eye and Ear Training. — Find *p* in names of familiar things. Have labeled pictures of the objects present or if possible have the objects themselves and place the written or printed names upon them. For example, *apple, pear, peach, pan, pointer, pig, puzzle*, etc. The pupil tells the name, looks for *p* in the label, and says the name again, this time placing emphasis on the sound of *p*.

Blend: ap, pr, pl, sp, op, amp, eep.

Present tagging cards, one to each child. See who will find *p* on his card. Refer to the Picture Chart for correct letter form either printed or written. Make use of new letter squares also.

Game Drills and Language Exercise.

No. 5. Hunting.

No. 15. Automobile.

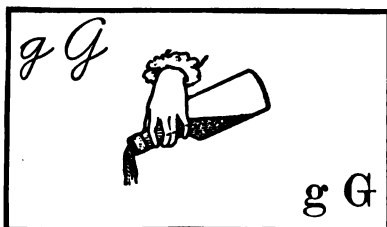
No. 8. Calling the Flocks.

No. 19. Fruit Stand.

LESSON 21. — THE SOUND OF **g**

g — The bottle sound, as in *go, gun, guard, give.*

This sound is heard when water is poured from a narrow-necked bottle. Try the experiment before the class tell the pupils the sound



to listen for. Show them how to place the fingers on the throat to feel the throat movement as the sound is made. "The frog says *g, g, g*. He swells his throat as he gives the sound. Play that you are frogs and say *g, g, g, g*."

Blend: *gl, gr, ag, og*.

Eye and Ear Training. — Give drill as in previous lessons.

Game Drills and Language Exercise.

No. 1. Finding Sounds.

No. 5. Hunting.

No. 8. Calling the Flocks.

No. 19. Fruit Stand.

LESSON 22. — REVIEW

Eye and Ear Training. — 1. Give each pupil a tagging or word card. He is to find the sounds he knows among the letters of the word or word group upon his card. Keep tally of those pupils who can tell every familiar sound. Do not ask for recitations upon vowels or consonants that illustrate unknown sounds. For example, *flowers* shows six letters with which the pupil is familiar, *f, l, o, w, r, s*. Call for the sounds, *f, l, r, s*, and for the blended phonogram *fl*, but do not ask for the sound of *o*, or of *w*, because these letters are taken together in this word to form the unknown diphthong *ow*.

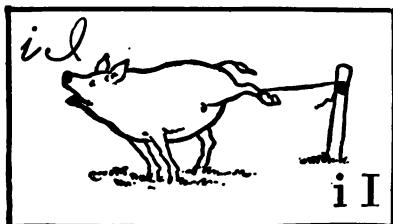
2. Give each pupil a letter square to see if he can match the letter it contains with one on his card.

3. Give each pupil a letter square. He is to think of two words beginning with the letter on the card. Write these words on the blackboard as they are given. When a number are written, display initial or family name cards and see who can match them in the list of words. Underline all matched phonograms, or erase them until all known letters have been matched and sounded.

4. Give each pupil a letter square or family name card. Mary says, "My sound is *gr*. I think of *grass*. Give me

another word, Alice." Alice gives *grow*. Write both words on the blackboard to prove to the eye that *gr* is in both words. Continue in this way around the class.

LESSON 23.—THE SOUND OF I



i—The squeak of the mouse or the little pig's cry, as in *ill, still, in, pin*.

Eye and Ear Training.—Give drill as in previous lessons.

Find *i* on the Phonic Charts. Blend it at once on the Charts with known consonants to form *im, ip, in, it, ig, ish, imp, itch, inch, iss, int, ist, ift, iff, ill, ilt, if, is, ich*. (Exclude *ind*.)

Game Drills and Language Exercise.—Play Game No. 20. Include *i* families. Play games that the pupils choose from the twenty-one that have been suggested for use.

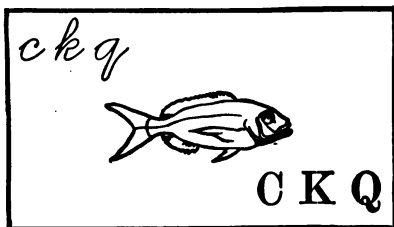
LESSON 24.—THE SOUND OF c, k, q (Identical in sound)

c, k, q—The choking sound, as in *cat, cook, call, clock*. (See page 31.)

Eye and Ear Training.—Find *c* and *k* in familiar names and words. Write the words cited on the black-

board and have the letters found and sounded. Tell the pupils that *c* and *k* both speak in *ack, ick, and ock* but that they speak at the same instant and we hear but one sound.

Blend at once to form *cl, cr, sc, sk, ack, ock, ick, ilk, eek*. Include these in all games and drills.



Game Drills and Language Exercise.

No. 9. Tickets.

No. 12. Setting the Table.

No. 10. Pictures.

No. 17. Drawing Money.

Make no use of *q* at this time.

Seat Work.— Write phonograms in a column on the black-board. The pupils are to duplicate this column on their desks with letters from the letter box.

HOW TO SOUND WORDS

Drop separate drill upon blended phonograms when they can be blended with facility, in favor of drill where the initial is blended with the family name. Extensive, isolated drill upon the initial combinations leads to error in enunciation; *bl* becomes *bŭl*, *cr* becomes *cŭr*, etc.

The child should not be allowed to sound the letters of a word separately. They should be grouped as in the drill.

Two methods of sounding words are presented. *The teacher is at liberty to use either method.* Both have been used with success in giving pupils power to solve word problems. After one method of sounding is well established, many teachers present the other as a variety of drill and to give the pupil power to solve the problems either way.

First Method.— In this method the pupil sounds the word from left to right, saying the sounds in the order in which they are written:

1. The initial combination uttered as nearly as possible with one impulse of the voice. It is not made emphatic or prolonged.
2. The family name.
3. The word pronounced.

1	2	3
<i>Ex.</i> — tr	ack	track

A slight pause should be made between 1 and 2.

In sounding longer words, a slight pause will naturally be made between the syllables.

	1	2	3	4	5
Ex.	un	der	stand	ing	understanding

Points to guard against in sounding words by this method are:

(1) Undue stress upon, or lengthening of, the initial combination as the pupil determines the sound of the combinations that follow.

Ex. bul-ack black gur-andmother grandmother

(2) The tendency to guess at the middle or last part of long words.

Ex. hunderd for hundred, childern for children

(3) The clipping of the final syllable.

Ex. — runnin' walkin'

Second Method.—In this method the order of sounding is reversed.

1. Present the family name to be sounded by covering the initial.

2. Uncover the initial and blend it at once to form the word.

	1	2
Ex. —	ack	track

The points gained by use of the second method are :

(1) The initial phonogram is not separated in pronunciation from the remainder of the word or syllable. Errors in sound conception possible when words are sounded by the first method, as, *bul-ack*, *black*; *duh-ove*, *dove*; *gur-and*, *grand*, do not appear when the words are sounded, *ack*, *black*; *ove*, *dove*;

a new step or count in sounding words of more

than one syllable starts with a vowel of the word. Sound from right to left beginning with the last vowel that sounds in the word.

<i>Ex.</i> — 1.	ing	1.	er
2.	anding	2.	other
3.	erstanding	3.	andmother
4.	understanding	4.	grandmother

By this method the child recognizes and blends one after another the familiar family names of the phonic drill with their syllable initials. He gathers up the parts of the word as he proceeds, reviewing each blend as he adds a new count until with the last count the whole word is pronounced. This eliminates the propensity to guess at any part of the word.

(3) This method concentrates attention upon the vowel and the letters that follow it. It is a fact that the sound of any letter is more often affected by the combinations that follow than by those that precede the letter.

<i>Ex.</i> — <i>mate.</i>	Final <i>e</i> makes a preceding vowel long.
<i>car.</i>	<i>A</i> followed by <i>r</i> is long Italian <i>a</i> .
<i>carry.</i>	Double consonants tend to make a preceding vowel short.

(4) By this method final syllables are given their full value.

Counting. — It is an aid in training the pupil to work by himself without the immediate, personal help of the teacher to have the words sounded by count. When hesitation is shown over a word, as *thinking*, the teacher says, "Sound from the beginning," or "from the end of the word" according to the method she has presented, or that she desires to be used. If from the beginning, "One" from the teacher brings "th" from the pupil.

"Two" brings "ink." "Three" brings "ing." "Four" brings "thinking." If the sounding of the word is from the end, "One" from the teacher brings "ing" from the pupil, "Two" brings "inking." "Three" brings "thinking." It will be seen that the child solves the problem himself, that he is trained to be self-reliant.

LESSON 25. — BLENDING OF INITIAL CONSONANT

Develop the blend between the initial and the family name as follows :

Overlap two letter squares to form

a	t
---	---

 and present for sight recognition, holding the overlapped cards in the left hand. With the right hand, present the letter square

r

, saying, "This is the name of a little animal that runs around after dark, *r-at, r-at, rat*. All sound *rat* as I show the cards." Make rapid changes of the initial letter squares : "This word will tell us what all boys and girls should be. Sound, *f-at, f-at, fat*." "This is what the cat sleeps on. Sound, *m-at, m-at, mat*." "This is what we wear on our heads. Sound, *h-at, h-at, hat*," etc.

Form other family names with overlapped letter squares. With these, present initials in rapid succession ; keep and increase the interest by comments on the words as the children sound ; as, "This is what we had for breakfast, *h-ash, h-ash, hash*." "This is what mother does to potatoes, *m-ash, m-ash, mash*." "This is what we hear when dishes fall, *cr-ash, cr-ash, crash*," etc.

Repeat each drill rapidly several times, bringing the cards nearer together at each sounding till the union of sound produces the word. Drill till the blend is complete as the cards are overlapped.

Write words on the board, saying : "Sound these words.

I will make a picture of what each word says after you sound it."

Children sound : Teacher draws with simple outlines :

First method

1 2 3
m-at mat



r -at rat



h -at hat



c -at cat



s -at sat



Second method

1 2
at mat

at rat

at hat

at cat

at sat

Require each child to sound one of these illustrated words before passing to his seat. Those who have gained perception of the blend will do this with little difficulty, as the picture helps in getting the word.

LESSON 26. — BLENDING OF INITIAL CONSONANT

Write family names upon the blackboard : *an, at, ash, op, eet, ilk*. By means of the letter squares, present a succession of initials to be used with them as in the previous exercises, or prefix the same initial to each family name ; as,

man, mat, mash, mop, mee, milk.

Write words arranged in families on the blackboard; as,

rat	man	mash
fat	plan	trash
mat	ran	flash

Sound the words in columns, covering and uncovering the parts of each word as they are sounded.

Eye and Ear Training: Game Drills.—Pupils close their eyes while the teacher touches a word in one of the columns. When eyes are opened, each child in turn tries to guess the word touched. First child touches *fat*, saying, "Is it *f-at*, *fat*?" Second child touches *mash*, saying, "Is it *m-ash*, *mash*?" If no one guesses the right word, the teacher tells. Work rapidly.

Word List.—The following list contains the phonic words possible for the child to sound at this time.

am	ram	Sam	sham	clam	slam	cram	gram
tram	swam						
cap	gap	lap	map	nap	pap	rap	sap
tap	chap	clap	flap	slap	trap	snap	
an	can	fan	man	Nan	pan	ran	tan
clan	span						
at	cat	fat	Nat	pat	rat	sat	tat
chat	flat	slat	Pratt	spat			
fag	lag	Mag	nag	rag	sag	tag	wag
flag	slag	crag	snag	swag	stag		
cash	gash	lash	mash	rash	sash	clash	flash
slash	crash	trash	smash				
lack	Mack	pack	rack	sack	tack	shack	clack
slack	crack	track	smack	snack	stack		
camp	lamp	samp	tamp	champ	clamp	cramp	tramp
scamp	stamp						
cant	rant	plant	scant	gaff	chaff	shall	
latch	match	patch	snatch	catch	tract	tact	
peep	seep	weep	cheep	sheep	sleep	creep	steep
sweep	keep						
keen	seen	sheen	green	seem	teem	cheek	

feet	meet	sheet	fleet	sleet	greet	sweet	tweet
leer	peer	cheer	sneer	steer	feel	keel	peel
steel							
me	we	she	fee	see	tee	wee	
glee	free	flee	tree				
rim	Tim	slim	grim	prim	trim	skim	swim
lip	nip	pip	rip	sip	tip	chip	ship
clip	flip	slip	grip	trip	skip	snip	
in	fin	pin	sin	tin	win	chin	shin
grin	skin	spin					
it	fit	lit	mit	pit	sit	wit	fit
elit	grit	spit	twit	kit			
fig	gig	pig	rig	wig	trig	fish	wish
kick	lick	Mick	nick	pick	rick	sick	tick
wick	chick	click	flick	slick	crick	prick	trick
spick	stick						
limp	crimp	primp	skimp	lisp	wisp		
kiss	miss	sis	Swiss	Twiss	milk	silk	
lint	mint	tint	print	stint	Fisk		
lift	rift	sift	shift				
if	piff	tiff	cliff	sniff	stiff		
ill	fill	kill	mill	pill	rill	sill	till
will	chill	frill	grill	thrill	skill	spill	still
swill	twill						
gilt	lilt	milt	silt	tilt	wilt	stilts	
finch	linch	pinch	clinch	rich			
Fitch	pitch	witch	flitch	stitch	switch	twitch	
fist	list	mist	wist	twist			
fop	lop	mop	pop	sop	top	chop	shop
flop	slop	crop	stop				
cot	got	lot	not	pot	sot	tot	shot
clot	plot	slot	trot	spot			
fog	log	tog	clog	flog	frog		
cock	lock	mock	rock	sock	tock	chock	shock
clock	flock	crock	frock	smock	stock		
loss	moss	Ross	toss	floss	gloss	cross	
cost	lost	frost	loll	Moll	Poll	font	
oft	loft	soft	croft	off	notch	crotch	
pomp	romp	prompt	Tom	from			

Drill Sentences. — Many of the words in the list are not child-like words and should not be used in sentences. They are formed, and serve simply for vocal drill. Other words of the list may be used with familiar sight words in drill sentences upon the blackboard. These sentences should contain no problem that the child cannot solve either as a familiar sight word, or by means of his phonic knowledge. Give the class opportunity to study and read each sentence aloud before writing another. Assist by having the sight words told by different children and by having all phonic words sounded as in the phonic drill. Question to get the thought. Make a clear distinction between the ability to pronounce the words and the gathering of the thought of the sentence. True reading is thought getting and thought expressing.

Read one or two of these drill sentences at the close of each phonic drill. Include the new words that have been formed in the lesson. This will put the lesson of the drill to practical use in relation to reading, and help to give the pupils the habit of word inspection in order to solve word problems.

A few suggestive sentences which include words from the list are :

I can skip.

I can swim.

I can sit still.

I can catch you.

I can play tricks.

This chick said, "Peep, peep."

This frog said, "See me hop."

My cat can lap milk.

My little chicks can run.

A fish swims.

A tree has green leaves.

A cat has soft feet.
 Jack Frost nips my cheeks.
 I see you, little top, I see you spin.

Substitute the names of children in the class for the word "I" and thus give a personal interest to this part of the work.

Give variety and added interest to these phonic sentences by using blackboard pictures to complete the thought of a given sentence. The teacher who can supplement her teaching power with simple blackboard pictures doubles her efficiency.

Ex. — I see bright * * in the sky.

I see blue  in the grass.

My  can swim.

I can see green  on the trees.

LESSON 27. — INITIAL CONSONANT

Drill from the Phonic Charts Nos. 1 and 2, blending initials with known family names; as, rat, mat, fat; latch, match, snatch; cost, lost, frost. Avoid the use of *c* and *g* before *i*, of *w* before *a*, and of all other combinations that do not take the short vowel sound.

How to Drill from the Charts. — Drill from the Phonic Charts Nos. 1 and 2. Use each line in turn of known phonograms across the Charts. Use all known initials in the drill. Blend a different initial with each line.

Ex.

t am	ti m	to m
s ap	si p	so p
cl an	cli n	clo n

The drill will not be helpful unless the enunciation is clear-cut and accurate. The teacher should hear distinctly the last sound of each phonogram. The drill should be given as rapidly as possible. Eyes, ears, and vocal organs should help in making it effective. Children delight in the rhythm and jingle of a brisk, animated drill.

Do not restrict the chart drills to words only. Word forms provide valuable vocal drill, and they should be sounded as they are formed in the drill.

Ex.

f ap	fi p	fo p
m an	mi n	mo n

Word forms are combinations of initials and family names having the form of words but without meaning. They are produced in the phonic drill by means of the letter squares and Phonic Charts. They should not be presented to the child in a permanent form. The object of the drill is not the memorizing of words, but the power to blend instantly any combinations presented. The use of word forms allows greater rapidity than is possible if word combinations only are produced in the drill. They also illustrate rules, and are, in many cases, parts of words or syllables. *Ex. — cin der, suf fer, nut ton, tran som.* While the use of word forms is not absolutely essential to the development of the method, it is urged as an aid in securing the best results. A word containing a word form, as, *cinder*, will be recognized much more quickly by the child in whose phonic drill the word form *cin* has been included than by one not accustomed to seeing the phonogram.

The sounds should be given softly but distinctly in the phonic drill. A harsh, explosive utterance destroys the purity of sound, encourages false enunciation, and renders it difficult to blend one sound with another.

The drill may be upon one vowel by proceeding in columns.

Ex. slab, slad, slam, slap, slan, slat, slag.

Upon the five vowels across the chart.

Ex. slam, slem, slim, sloam, slum.

Or, blank, blend, blind, block, blush.

In these exercises, one initial is prefixed successively to different family names. In another exercise, the family name is the permanent part and the initial is changed.

Ex. cap, gap, lap, map, nap, rap, trap.

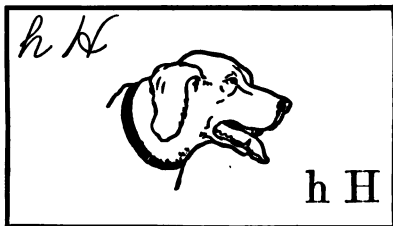
Include all new phonograms in the chart drill.

Do not include *ē* families in the chart drill until Phonic Lesson No. 36 has been taught. Exclude *ū* families until Phonic Lesson No. 39 has been taught.

LESSON 28.—THE SOUND OF h

h—The tired sigh or the dog's pant, as in *home*, *hat*, *hop*.

H is a breath sound. Do not allow the pupils to make it vocal by a forced, explosive utterance. The second method of sounding words given on page 60 provides more accurate drill upon the breath and sub-vocal consonants than the first method. Sound:



1 2 1 2

1 2 3 1 2 3

at, hat; at, bat, rather than huh, at, hat; buh, at, bat.

Continue drill from Phonic Charts. Include *h* with the initials used in the drill.

Find *h* on the familiar Perception Charts.

Seat Work.— Build phonic sentences. (See page 66.)

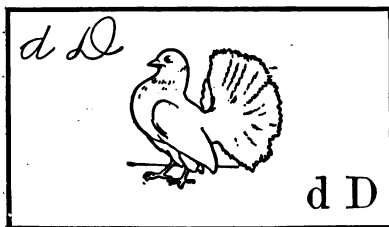
Eye and Ear Training: Game Drill.— No. 22. Pupils close their eyes while the teacher forms a word with *h* as an initial letter upon the Phonic Charts. When the eyes are opened, each child in turn tries to guess the word that was formed. First child places the letter square *h* beside *at* to form *hat*, saying, "Is it *at, hat?*" Second child forms *hill*, saying, "Is it *ill, hill?*" If no one guesses correctly, the teacher shows the word she made. Help by very definite suggestions these first efforts of the pupil to form words on the Charts.

New phonic words that will be formed in the drill from the Phonic Charts are:

ham	him	hash	hitch	hill	hop	hock
hat	hip	hack	hiss	hilt	hot	heel
hag	hit	hatch	hint	hist	hog	he

Read at least two sentences that contain some of these new words. Sound all phonic words before reading the sentences.

LESSON 29.—THE SOUND OF *d*



d — The doves' sound, as in *dove, door, duck.*

Blend at once with known sounds to form *dr, dw, ad, and, od, ond, id, eed.* Find these family names on the Phonic Charts, and use them and

the new initials in the chart drill.

Eye and Ear Training.—Give drill as in previous lessons. Find *d* in any known word card. Play any game drill.

The new phonic words that will be formed in the drill from the Phonic Charts are :

dad	lad	deep	greed	ditch	slid	hod
dam	mad	deer	treed	drip	skid	nod
dram	pad	heed	speed	drift	drop	pod
Dan	sad	meed	steed	drill	dot	rod
drag	Tad	need	did	hid	dog	sod
dash	shad	reed	dim	kid	dock	Todd
damp	clad	seed	dip	lid	dross	shod
fad	glad	weed	dig	mid	doll	clod
gad	deed	creed	dish	rid	cod	plod
had	deem	freed	Dick	chid	god	trod

Read at least two sentences, each one containing one or more of these words. Sound all the phonic words before reading the sentences.

LESSON 30.—KEY WORD **my**

Write *my* on the blackboard. Sound the known sound, *m*, and show that the second sound in the word must be given to the second letter, *y*. Erase *m* and write *cr* in its place to form *cry* and have the new word sounded. In a similar way form *dry*, *fry*, *sly*, *try*, *shy*, *fly*, *ply*, *pry*, *sky*, *spy*, *sty*, and have them sounded.

Drill from the Phonic Charts by placing initial letter squares before the last *y* in the last column on Phonic Chart No. 3 to form these words. Include this drill in the daily drill from the Charts until the pupils can blend these words readily.

Include these words in the sentences read at the close of the phonic drill.

LESSON 31.—THE SOUND OF **b**

b—The first sound heard in *bag, book, bell*. Blend at once with known sounds to form *bl, br, ab, ib, ob*. Find these family names on the Phonic Charts, and use them and the new initials in the chart drill.

Play the game drills given in Lesson 22.

To overcome the confusion between both sound and form of *b* and *d* that often exists in the pupil's mind, place the letter squares containing these sounds back to back. Hold them in place with a rubber band. Drill upon them alternately,

Ex. 1.

b
a
n

 3.

b
i
n

 5.

b
o
n

 2.

d
a
n

 4.

d
i
n

 6.

d
o
n

If needed, drill in a similar way with *c* and *g*, *m* and *n*, *f* and *t*, *g* and *j*, etc.

New phonic words to be sounded from the Phonic Charts are:

Bab	band	Mab	scab	brig	crib	blotch	slob
bad	bland	nab	stab	brick	bob	boss	snob
ban	brand	Rab	beet	bliss	blob	cob	be
bran	back	tab	beer	biff	blot	fob	beet
bat	black	blab	bib	bill	bog	gob	bleed
blat	batch	slab	brim	fib	bond	hob	bee
brat	cab	crab	bin	nib	blond	mob	
bag	dab	drab	bit	rib	block	rob	
brag	gab	grab	big	glib	Brock	sob	

Read at least two sentences, each one containing one or more of these words.

LESSON 32.—THE SOUND OF **j**

j—The first sound heard in *Jack, Jill, jet*.

Find *j* in names — *John, Jack, Julia, Joseph*. Drill from the Phonic Charts using the letter square *j* to form words or word forms.

New phonic words are:

jab	jag	Jip	John	Jill	jeer
jam	jib	jig	jot	jilt	
Jack	Jim	job	jog	joss	

Read at least two sentences, each one containing one or more of these words. Play any game drill.

LESSON 33. — KEY WORD *go*

Present the word *go* as a sight word in sentences upon the blackboard. When it can be recognized at sight, use it as a key word. Cover *g* with different initials in succession to form *so, no, ho, lo*.

Review all the key words and the words based upon them. Write each set of words in a column and drill thoroughly.

<i>Ex.</i>	see	my	fly	go
	wee	by	ply	Bo
	we	dry	pry	so
	me	fry	sky	no
	she	sly	spy	ho
	he	try	sty	lo
	be	shy		to
				do

When the *go* words are easily recognized and sounded, complete the column by adding the two familiar exceptions *to* and *do*. Underscore or inclose exceptions in parentheses, that the child may note these words easily.

LESSON 34. — REVIEW

Eye and Ear Training: Game Drills and Phonic Drill. — Review sight words by playing any previous game drill. Use tagging or word cards.

Review all phonograms by drill from the Phonic Charts using all known initials and family names in combinations that take the short vowel. (Include *ee*.) Work rapidly. Insist on accurate enunciation. No deliberation over the recognition of phonograms should be allowed in the drill. Encourage the pupils to *say the sound as soon as they see the combination*. Do not depend on concert recitation; individual drill gives individual power.

No. 23. Display familiar tagging cards. The pupils are to look for known phonograms and to give the sound of each one found. Help to recognize family names and blended initials by covering and uncovering the parts of the word or in some other way grouping the parts that should be recognized as units. Do not ask the pupils to sound whole words on these cards if they contain unknown phonograms. Be content with recognition of the parts of the word in an exercise of this kind.

No. 24. Give each child a tagging card. Indicate the phonogram you wish the pupils to find by placing the letter square or family name card containing it in plain sight. Each child gives the sound of the phonogram and looks for it on his card. He counts the number of times he finds it there. Work rapidly with those pupils who are quick to find the phonograms. Help the slow child, or let one of his mates help him to find what he is looking for. Change the displayed card frequently.

Each pupil buys a ticket for his seat by reading the word or word group on his tagging card when the recitation is over.

Seat Work. — Display familiar tagging cards. The pupils are to build the words with letters from the letter box.

LESSON 35. — THE SOUND OF *ě*

e — The listening sound, as in *tell, nest, bell*.

Gesture. — Hold the hand to the ear as in the act of listening.



Give the sound with the gesture and present the Pic-

ture Chart. Refer at once to the second columns on Charts Nos. 1 and 2. In these columns *ě*, the listening sound, is found in combination with known consonants forming *ě* families. With the blending power they already possess and a comprehension of the new sound, the pupils are at once master of all *ě* families upon these Charts (except *eth*). Test this power by calling for recitations as you point to *eb, ed, em, ench, ess*, etc. They should be able to blend any monosyllabic word that can be formed upon the Charts using any known initial (except *c, sc, and g*) with a short *e* family; as, *web, bed, hem, step*, etc.

New phonic words that will be formed in the drill from the Phonic Charts or that may be sounded from the blackboard are:

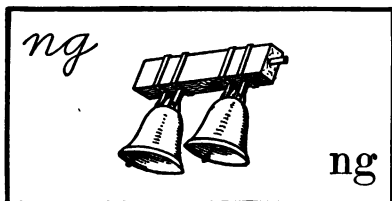
web	Ben	beg	beck	clench	pent	prest	shell	goodness
bed	den	keg	deck	drench	sent	cleft	smell	helpless
fed	fen	leg	neck	French	went	deft	spell	spotless
led	hen	peg	peck	trench	tent	heft	swell	progress
Ned	men	egg	check	Bess	spent	left	belt	content
red	pen	bend	Breck	Jess	Trent	reft	felt	consent
Ted	ten	fend	fleck	less	best	weft	melt	present
wed	wen	lend	speck	mess	jest	Jeff	pelt	deepest
bled	glen	mend	desk	bless	lest	weld	welt	steepest
Fred	bet	rend	hemp	chess	nest	held	smelt	greenest
bred	get	send	Kemp	cress	pest	bell	spelt	biggest
fled	jet	tend	tempt	dress	rest	dell	kept	reddest
sled	let	wend	helm	press	test	fell	wept	gladdest

sped	met	blend	fetch	tress	west	jell	crept
shred	net	spend	retch	stress	zest	Nell	slept
hem	pet	trend	sketch	bent	blest	sell	swept
stem	set	mesh	stretch	dent	chest	tell	chicken
rep	wet	flesh	bench	Kent	crest	well	object
step	fret	fresh	blench	rent	drest	dwelt	eskimo

See Lesson No. 41 for the sounding of words of more than one syllable.

Do not try to sound words only in the chart drill. Word forms offer valuable drill. Many of them are syllables or parts of syllables; as, *feb* is part of February; *treb*, of treble; *fletch*, of Fletcher.

LESSON 36.—THE SOUNDS OF **ng** AND **nk**



ng, nk — Sounds of ringing bells, as in *ring*, *sing*, *rink*, *sink*.

Make *n* nasal and resonant by sending the tone through the nose. Touch the side of the nostril lightly with the

tip of the finger, when making the sound, in order to feel the vibrations. Do not allow the sound of *g* to be heard when *ng* is sounded, but do not cross it out as unnecessary; its presence indicates the nasal sound of *n*. In *nk* both letters are heard. *Ng* may be said to represent a continuous bell sound, and *nk* the sudden stopping of the sound.

Blend at once with *a*, *i*, *o*, to form *ang*, *ing*, *ong*, *ank*, *ink*, *onk*, upon the Charts. Blend known initials with these families upon the Charts to form words and word forms.

New phonic words that will be formed in the drill from the —Phonic Charts are:

bang	pang	slang	sprang	ring	fling	swing	gong	prong
fang	rang	spang	ding	sing	sling	spring	long	strong
gang	sang	swang	king	wing	bring	string	song	
hang	clang	twang	ping	cling	sting	dong	tongs	

bank	sank	clank	drank	shrank	rink	clink	shrink
hank	tank	flank	frank	kink	wink	slink	honk
lank	shank	plank	prank	mink	chink	brink	
rank	blank	crank	spank	pink	blink	drink	

Do not allow the pupil to substitute *n* for *ng*. Do not let him say *walkin'* for *walking*; *runnin'* for *running*; *sittin'* for *sitting*, etc.

Affix the letter square

ing

 to familiar words capable of taking it; as see

ing

, go

ing

, play

ing

, read

ing

, and pronounce or, when possible, sound the words.

	1	2	3	4
Sound:	s	ee	ing	seeing
		1	2	3
or		ing	eeing	seeing
		1	2	3
Pronounce:	read	ing	reading	

Blend *ing* on the letter square with known families on the Charts. At this time the suffix is to be used only with families ending in two consonants. Cover the one-consonant families on the upper half of Chart No. 1 with wrapping paper cut to size and held in place with paper clips. The pupils are to place the letter square after any known family in sight upon Charts 1 and 2. Each child sounds the combination he has made, and tells the word of which it makes him think.

LESSON 37.—REVIEW

Eye and Ear Training: Game Drills.—Play the following games:

No. 25. Point to a family name on the Charts; as *at*, saying, "This is *at*, it makes me think of *mat*." Pupils do the same with families that suggest words to them. Help the slow thinkers to recall words. Each word and family should be pronounced promptly, clearly, and accurately.

No. 26. Give each child a letter square. Start the game yourself by touching a family name as you say, "I think of *mash* and here it is." Place the letter square before the family as you speak. Each pupil follows your example, forming the word he has in mind. Try to work rapidly, but do not sacrifice accuracy to rapidity.

No. 27. Drill across the Charts. With an initial letter square, as

r

, form words and word forms:

r

ap

r

ep

r

ip

r

op

John, the first pupil, sounds the combinations. Say, "How many real words did you see, John?" John may say, "I saw two." "What was the first word?" "Rap." "What was the second word?" "Rip." Since John has not recognized *rep* as a word, say nothing about it. Make no attempt at this time to teach unknown words. The exercise is given to make the association between the spoken and the written word. It is not given to add to the vocabulary, although in time the vocabulary is increased in this way. Do not allow pupils to guess at words. For example, if John gives *rep* as one of the words he sees in the combinations he has said, ask him to tell you about *rep*. Where has he seen it? Is it something to wear? What is it used for, etc.? If to these questions John cannot reply satisfactorily, tell him that he cannot count the word as among those he has seen.

He must count only words that he can talk about. Let each pupil in turn tell the real words he sees among those he has sounded. Include this game in the daily drill from the Charts.

LESSON 38.—THE SOUND OF ū

u—The grunt sound, as in *grunt*, *nut*, *cut*.

Give the sound in full view of the class. Call for individual soundings. Present the Picture Chart. The Indian makes this sound when



he is not pleased. Refer at once to the last columns on Charts 1 and 2. In these columns *u* is found in combination with known consonants. Test the blending power of the class by calling for recitations as you point to family names in these columns (with the exception of *uth*). Form words using initial letter squares with the families. Place ing after two-consonant families and let the pupils tell the words they think of.

New phonic words that will be formed in the drill from the Phonic Charts or that may be sounded from the blackboard are :

bub	glum	rut	flush	slunk	lung	truss	puff	rub-a-dub
cub	plumb	shut	plush	drunk	pung	bunt	ruff	umbrella
hub	slum	glut	slush	trunk	rung	hunt	bluff	sunset
nub	drum	smut	brush	skunk	sung	Lunt	fluff	nutmeg
rub	grum	strut	crush	spunk	clung	punt	scuff	bucket
dub	scum	bug	buck	stunk	flung	runt	snuff	duckling
tub	cup	dug	duck	shrunk	slung	shunt	stuff	conduct
chub	pup	hug	huck	dusk	stung	blunt	cull	construct
club	sup	jug	luck	rusk	swung	brunt	dull	instruct
grub	bun	mug	muck	husk	sprung	grunt	gull	crumppet
stub	dun	pug	puck	tusk	strung	stunt	hull	trumpet

shrub	fun	rug	suck	bump	Dutch	bust	lull	pumpkin
drub	gun	tug	tuck	dump	hutch	dust	mull	russet
scrub	Hun	chug	chuck	hump	clutch	gust	null	Brussels
bud	nun	slug	shuck	jump	crutch	just	Trull	bunting
cud	pun	plug	cluck	lump	smutch	lust	scull	rustic
duds	run	drug	pluck	mumps	much	must	skull	trustee
mud	sun	smug	truck	pump	such	rust	gulp	Muffet
suds	tun	snug	stuck	rump	bunch	crust	cult	muffin
scud	shun	shrug	struck	chump	hunch	trust	begun	sullen
spud	spun	bund	bunk	clump	lunch	tuft	until	mullet
stud	stun	fund	hunk	plump	munch	buff	rubbish	consult
gum	but	gush	junk	slump	punch	cuff	hubbub	insult
hum	cut	hush	punk	trump	crunch	duff	public	
mum	gut	lush	sunk	stump	scrunch	guff	subtráct	
rum	hut	mush	chunk	bung	Huss	huff	sudden	
sum	jut	rush	flunk	dung	fuss	luff	abrupt	
chum	nut	blush	plunk	hung	muss	muff	hundred	

See Lesson No. 41 for the sounding of words of more than one syllable.

Include word forms in the drill from the Charts: for example, *blub*, *hud*, *pud*, *shud*, *cum*, *dum*, *pum*, *tum*, *trum*, *scup*, *cun*, *lut*, *stut*, *cust*, *shuff*. These and many others are syllables or parts of syllables.

The chart drill now includes drill upon the five short vowels. Drill across the Charts.

Ex. — slam slem slim slom slum

Use all known initials with all known families with the exception of *c*, *sc*, and *g* before families beginning with *e* or *i*, and of *w* before the short *a* families on Charts 1 and 2.

Eye and Ear Training: Game Drills. — Drill from the Phonic Charts. Form words and word forms using initial letter squares with all the short vowel families on the Charts. Work rapidly across the Chart. (Exclude *th* families.)

No. 28. Play that the pupils are hurrying to take the train. As the letter square travels from left to right or from right to

left across the Chart, stations are to be called out. Those pupils who can tell every station (sound each combination made) finish their journey in safety. Those who stumble or fail lose the train and must try to get another.

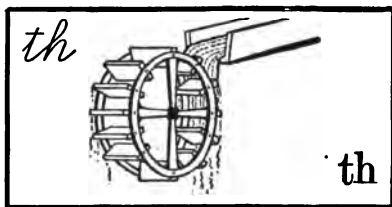
No. 29. Play that the teacher is the mother baking pancakes for her children. Each child is to have five cakes at least. Those pupils who can give the sounds correctly as quickly as they are formed by the moving letter square have piping hot cakes to eat; those who fail have to try again and their cakes are cold.

LESSON 39.—THE SOUNDS OF *th*

th (aspirate)—The hissing goose sound, as in *thing, think, thick*.

th (sub-vocal)—The sound of the mill wheel, as in *this, that, then*.

Gesture.—Rotate the arm to imitate the revolving wheel.



These two sounds are made with the same position of the vocal organs, but the first is a breath sound while the second is voiced. Call attention to the slightly protruding tip of the tongue as the sound is made. This will aid in overcoming the confusion that often exists in the child's mind between the sounds of *th* and *f*. In producing the sound of *f* the upper teeth and the lower lip are lightly brought together and the tongue is not visible.

Give the sounds and let the pupils imitate. Show the Picture Charts and name the sounds for the pictures. Present words for sounding. Keep the words containing the different sounds of *th* in separate columns. The following list contains the *th* words of the Primer that the pupil is master of phonetically:

the	that	them	thee	thing	three
this	then	thy	with	think	thumping

The following words can be sounded in part. Write them on the blackboard. Have *th* in these words underlined and the sound listened for as the words are pronounced :

other	mother	father	they
another	brother	together	

When the child understands that *th* offers a choice of sounds, he will use, as we do, the one that makes the given word sound right.

Drill from the Phonic Charts.— Include three-letter initials among those used in the drill: *scr, spl, spr, str, thr, thw*. The following are some of the words and word forms that may be formed in the drill, using initial letter squares and family names containing *th* :

thad	thim	thill	thump	thrift	kith	froth	troth
thank	thin	thong	thrash	thrill	pith	Goth	thwack
thatch	thick	thud	throb	thrust	smith	roth	
thelm	think	thug	throt	thrush	moth	cloth	
theft	thing	thun	throng	beth	broth	sloth	
them	than	then	that	this	thus	thy	with thee

LESSON 40. — THE SOUND OF *wh*



wh— The blowing sound, as in *what, when, where*.

Gesture.— Raise the finger to represent a dandelion head, the seeds to be scattered by the breath.

Wh is an aspirate or breath sound. Compare it with the familiar *w* which is voiced. It is pronounced as though the spelling were reversed: *hw*.

In order to obtain a clear conception of the sound of *wh*, and also to overcome the tendency in many children to substitute *w* for *wh* in words, as *w'en* for *when*, *w'ich* for *which*, etc., place the letter squares containing these sounds back to back and drill from the Phonic Charts:

1. it	2. w it	3. it	4. wh it
1. en	2. w en	3. en	4. wh en
1. eel	2. w eel	3. eel	4. wh eel

The following words may be formed in the drill from the Charts:

whack	whelm	whisk	whip	whig	whiff
whet	whish	whim	whins	whist	why

LESSON 41.—DISSYLLABLES AND COMPOUND WORDS

Drill from the Phonic Charts.—Indicate *ack* with the pointer. As the pupil gives the sound, move the pointer quickly to *et*. The pupil gives both sounds, *ack et*, and tells the word they make him think of, as, *jacket*, *racket*, *packet*, etc. Continue with other combinations. The following are suggestive:

in	en	ob	in	ank	et	im	id	od	est	em	ish
oll	en	ab	in	ink	et	ab	it	emp	est	ump	ing
itch	en	uff	in	om	et	ind	ed	ad	ish	ing	ing
at	in	ick	et	ap	id	ift	ed	un	ish	ang	ing

Sound words that contain these and other family combinations from the blackboard. Do not use words for this purpose whose meaning is quite unknown to the pupils even though the meaning is not made a feature of the drill.

The following list is suggestive :

linen	satin	bracket	cricket	thickest
sullen	rosin	blanket	closet	modest
pollen	muffin	ticket	locket	tempest
aspen	cabin	racket	pocket	radish
kitchen	fossil	wicket	rapid	blemish
chicken	lentil	thicket	timid	pumping
lichen	jacket	trinket	solid	singing
habit	latchet	comet	splendid	hanging

	1	2	3	4
<i>Sound :</i>	l	in	en	linen
<i>or</i>	en	inen	linen	

Cover and uncover the parts of the word as the pupil is sounding ; *require him to sound the part of the word he sees, nothing more.*

In the following words the second syllable has an initial letter.

cannot	bantam	pumpkin	rabbit	redness
ragbag	mitten	nostril	catnip	bluntness
himself	napkin	hemlock	cheerless	coldness
sunset	goblin	shamrock	restless	kindness
flannel	bobbin	ringlet	speechless	dampness
canteen	pippin	goblet	skittish	problem

	1	2	3	4
<i>Sound :</i>	c	an	not	cannot
<i>or</i>	ot	an not	cannot	

When the Phonic Drills of the Primer are Completed.— If the phonic drills of the Primer should be completed before all the stories of the Primer are read, continue the development of phonic fact by presenting the drills of the First Reader. In doing this the phonic difficulties of the Primer will be lessened, for each new phonic fact taught will release a number of words in the sight list of words that must be held in the memory

as wholes, and place them in the phonic list of words that can be recognized by sounding and blending the phonograms they contain.

Supplementary Reading. — With many classes, supplementary reading may be begun at this time. Select the reader that presents the fewest phonic problems, *i.e.* the fewest words not included in the phonic scheme either as sight or phonic words. In the supplementary reading, as in the basal reading, the child should be required to help himself. He should make use of all the phonic power he possesses in sounding words in whole or in part, but he should not be allowed to puzzle for an instant over a phonic problem that he has no means of solving. Neither should the teacher stop to teach such facts to the pupil before he tries the supplementary reading. In time, they will all be included in the phonic scheme, and they may be left until they appear in the drill. The teacher should be ready to assist by telling the child these words or phonograms as he comes to them in the sentence.

When two or three pages have been read in the supplementary reader, the book should be laid aside, and a like amount of reading should be done in another reader. This in turn should be laid aside in favor of a third book. In this way four or five supplementary readers may be begun. They should be read in rotation. It will be seen that this method provides a large amount of very evenly graded reading matter. In order that the supplementary reading may always be a little easier than the regular reading, the phonic drill and reading in the basal reading books should be kept well in advance of this work. The power that has been acquired through the steady progression of the phonic drill asserts itself after the first few months. From that time on, the child who has comprehended the drill reads easily ten pages a day. This calls for a large number of supplementary readers. Classes read

easily from ten to twelve primers and first readers in the first year. Many classes read more than this. In the second year, they are fluent readers of books or stories suited to their comprehension.

When Interest Lags.— If at any time the interest in a supplementary reader lags, take it as a sign that the lessons are becoming too difficult—the child is meeting too many phonic problems that he is unable to solve. Lay the book aside for a time and begin a new reader in its place.

If at any time interest in the basal reader lags, look to the phonic drill. Is it given daily? Is it brisk, accurate? Is it conducted with interest and animation on the part of the teacher, and is enough of the game element present to secure the active attention of the pupils? Are all facts kept in constant review? Is too much dependence placed upon concert drills?

Word Lists in Supplementary Readers.— Sound the words in the word lists of supplementary readers as well as in those of the readers of the series. This work will make the lessons of the drill relate intimately to the reading of the day. The words should be sounded from the books. They may also be written upon the blackboard and the list extended to include words of similar formation found in the text.

THE FIRST READER: SECOND HALF-YEAR

PHONIC LESSONS

In the First Reader the vocabulary of the Primer is reviewed and extended. The pupil meets new words that he can recognize because the phonic drills have given him the key to their sounds and have so trained his eyes, ears, and vocal organs that he can see and say the sounds readily in the order in which they appear. These words form the phonic vocabulary of this book.

He meets also words that are unphonetic, or only partly phonetic to him because some of the sounds they contain have not been presented in the phonic drills. These words form the sight vocabulary of the book. Every one of these sight words contains one or more familiar phonic elements and these known elements the pupil is required to note and sound. The teacher tells fully and freely the part of the word that the child cannot know. No stop is made in the reading lesson for the purpose of teaching new phonic facts, but a rapid illustration on the Charts of a known fact that has become dim in the child's mind may be given as a quick and effective way of getting him to recall the fact. This work trains him to regard the Charts as a dictionary of sounds to which he can refer whenever he is at a loss about the sound of a phonogram. The difficulties of the sight vocabulary diminish as phonic knowledge and blending power increase through the progression of the phonic drill.

PHONIC SUMMARY : SECOND HALF-YEAR

The phonic lessons of the First Reader are based on the phonic lessons of the Primer. The work develops in a natural, logical order. There are no fag ends ; all facts are kept in constant review in the concise, comprehensive drill. As each new phonic fact is presented, it is used as a key to unlock the sight words in the Primer and First Reader that illustrate the fact. These words are then used as starting points for the new drills, and from that time are included in the ever-growing phonic vocabulary.

Through the phonic drills of the First Reader the pupil has the key to the pronunciation of

(1) Words that contain *oo, ow, ou, oy, oi, x, v, y, o* like *ũ*.

Ex. — cook moon cow snow out boy
 good broom how blow shout toy
 boil wax live yes slowly come
 noise box give yet Mary done

(2) Many derivatives and words of more than one syllable.

Ex. — blowing snowed running hungry paddle

(3) Vowel and consonant names.

He learns that *e, r,* and *w* are the three powerful letters of the alphabet.

(4) He knows that final *e* makes a preceding vowel tell its name and this gives him the key to the long-vowel monosyllabic words of the language.

Ex. — game bake Swede wipe home tune

(5) He knows that *r* affects the sound of a vowel that immediately precedes it. This gives him the key to words that contain *ar, er, ir, or, ur*.

Ex. — farmer Albert chirp short fur

(6) He knows that *w* makes *ă* take the sound of *ō* when *w* precedes *ă*. This gives him the key to *wash*, *wand*, *watch*, *swamp*, etc.

(7) A few monosyllabic exceptions to phonic rules.

Ex. — put bush most, etc.

These exceptions are presented as wholes or as sight words. By means of the Game of "Catchers" the form and pronunciation of these words are fixed so thoroughly that they give the child as little trouble in his reading and spelling as they do in his speech.

Frequent illustration of these facts in the daily phonic and spelling drills, in which the child takes an active part, gives him the working knowledge needed to solve word problems that contain them. He is not required to learn phonic rules, to make recitations *about* sounds, or to learn the use of diacritical marks.

EXCEPTIONS

The greater number of words met by the pupils in the reading text become *phonic* words as the phonic drill gives him power to recognize and blend the phonograms that comprise them. Other words are *exceptions* because they do not conform in pronunciation to phonic rules. For example, *put* in the following list of words is an exception because it does not contain the short sound of *u*.

but hut nut rut shut smut strut *put*

It is not advisable to make an exhaustive study of exceptions at this time. Present and include in the drills only those that the child will meet in his reading and that he may wish to use in original sentence work because they are in his spoken vocabulary. Begin the drill on exceptions *as they appear* in the reading text. For example, when the exception *old* is met in

the reading lesson, present the phonogram *old* on Phonic Chart No. 2 and give drill upon the group of words that contain *old*. This will fix the form and pronunciation of *old* and save time and energy in obtaining power to recognize the other words of the series that the pupil will need to know.

The four families, *ind*, *ild*, *old*, *olt* on Phonic Charts Nos. 1 and 2 are exceptions to the phonic rule of a short vowel before two consonants. All of the monosyllabic words in which these phonograms appear (except *wind*) take the long vowel :

bind	rind	old	hold	bolt	molt	mild
find	wind	bold	mold	colt		child
hind	blind	cold	sold	dolt		wild
kind	grind	fold	told	Holt		
mind		gold	scold	jolt		

Give drill by placing successive initial letter squares before these phonograms on the Charts as the pupils sound. It may help the pupils to remember that the phonograms used in this drill differ in sound from the other phonograms in their respective columns if they are lightly underlined with white chalk as they are presented.

Two sounds are associated with the phonograms *oll* and *ost*. Through previous drills the pupils are already familiar with the short vowel combinations :

doll	Moll	cost	Bost(on)
loll	poll	lost	frost

Long vowel words are :

boll	droll	stroll	host
roll	troll		most
toll	scroll		post

Show the pupils that the word *roll* is the key to the pronunciation of all words in which it appears ; as, *droll*, *stroll*, etc.

When the pupil fully understands that there is a choice of

vowel sound to be made in words that contain *oll* and *ost*, he learns to make the test and to choose the sound that will make sense as he reads.

The following list contains most of the monosyllabic exceptions found in first year reading material that do not appear in the above groups, or that are not otherwise provided for in the development of the phonic drill.

put	push	pull	bull	move
puss	bush	full	pint	

The pupil masters easily the spelling and pronunciation of the exceptions presented to him by means of the drill on exceptions which is given as a game called the Game of "Catchers."

THE GAME OF "CATCHERS"

In this game the teacher tries to catch unwary pupils on the pronunciation of known exceptions. She is very much interested in the game and she plays it with enthusiasm. When she says, "Now I shall try to catch you," the pupils are ready to prove that they cannot be caught. The teacher keeps score on the blackboard of the recitations. She is almost afraid to make the test lest the pupils should fail to recognize the "catcher" and the pupils are delighted when she has to add to the score against herself because they have been equal to the test.

Play the game by drilling up or down the column that contains the exception. Make words, not word-forms, and form the exception when the pupils least expect it.

Ex. — pup pung puck pump put

Or, skip about the Charts.

Ex. — pat pen pick pop pill put

Vary the drill by using different initials with one family name.

Ex. — but cut hut nut shut put

After the game has been presented, add new exceptions that the pupils will meet in reading text, one at a time, in order to keep the interest in the game high, and to keep the pupils alert and watchful. For example, play the game with the exception *put* as soon as *u* words can be formed in the chart drill and can be sounded with ease, and after *put* has appeared in the text. Then say, "I know another 'catcher.' It is the name of a pet animal." (Show *puss*.) In this way add new points of interest to the game from time to time. Often a pupil will offer some word that he thinks is a "catcher." This adds to the interest. Make the game a lively, snappy, daily drill.

To save time in looking for suitable initial letter squares to use in the game, separate *p*, *b*, and *m* into a pack by themselves. A lively game without delays may then be played in which drill is given upon any or all of the following words.

<i>p</i> — put	puss	push	pull	pint	post
<i>b</i> — bush	bull	bolt	bold	bind	
<i>m</i> — move	molt	mold	mild	mind	

When to Play the Game. — Do not give the drill on exceptions as a separate lesson. Make it a part of every chart drill by playing the Game of "Catchers" for an instant or two at the close of the drill.

SPELLING

The phonic scheme provides for a series of carefully graded spelling lessons both written and oral. In the written spelling, which includes the dictation of suitable words, the pupil receives careful training in written letter forms. In the oral spelling drills and games, the selection of words to be spelled is left entirely to the pupil, and he spells throughout the range of his spoken vocabulary. These facts make the work eminently practical.

The phonic drill in its analysis of words and grouping of phonograms is excellent preparation for written and oral spelling. No word should be included in a spelling lesson that is not in the child's vocabulary — that he cannot use intelligently ; but spelling has to do with the structure of words rather than with the meaning. It appeals to the eye rather than to the ear. To spell is to call up a mental picture of a word and translate it into a spoken or written picture. It follows that the mental picture must be clear and exact before the word can be correctly spelled. The division of monosyllables into initial letters and family names, as indicated in the phonic drill, enables the child to hold in his mental vision of a word, not a succession of letters with little relation to one another, but the family with its additions. He thinks of blended phonograms as units and writes them as such : *black* is not *b-l-a-c-k*, in which there are five facts to be known and placed in order, but *bl-ack*, in which but two facts are to be noted.

The spelling lesson is not the time to take new words into the vocabulary. It is rather the time to clinch and make a working vocabulary of words that have been developed in other lessons.

WRITTEN SPELLING

Written spelling begins as soon as the child is able to form letters. He should understand that writing is inseparable from spelling. When he writes a word, he is spelling with his pencil just as truly as when he uses his voice to name the letters in a word. In either case, he must recall the mental picture of the word so that he may place the letters in the right order.

In this year no spelling lesson is studied or prepared before it is written. Each lesson is a combination teaching lesson and test lesson. If the child is equal to the task given, the lesson is a test of his ability. If he is doubtful of the letter form or letter combination, then the lesson is his opportunity to learn the correct way. In the written spelling exercises which follow, the pupil receives careful training in letter form and letter combinations. He is led to regard the Phonic Charts as a dictionary of sounds and is trained to consult them when needed. If, for example, the child hesitates over writing the word *nest*, the teacher tells him to look for *est* on the Chart. She may direct his attention to *est* by touching it. With this direct help at the point where it is needed, the child's mental picture of the word becomes clear. All words are corrected as they are written. A distinguishing mark may be given to the papers of those pupils who needed and received no help from the teacher in writing the lesson.

The First Written Spelling Lessons. — The first written spelling lesson includes five letters : *m, n, a, d, s*. If it is thought advisable, this lesson may be divided into five lessons of one new letter each. The second lesson presents eight familiar phonic words, but no new letter form. Each additional lesson includes one new letter and from eight to ten words. These lessons may be divided at pleasure into two, three, or

four sections. The words of each lesson provide drill upon the new letter, and include extensive review on letters previously presented. For example, *f* is the new letter in the written spelling lesson on page 120; the words of the lesson include *f* and every one of the review letters.

ORAL SPELLING FROM THE CHARTS

Oral spelling begins with the fifty-fifth phonic lesson. The words spelled are not selected or determined by the teacher. Neither are they prepared or studied as tasks by the child before the recitation begins. Whatever preparation he may make by way of storing words in memory is entirely voluntary and is induced by the pleasure the exercise affords. The words that he thinks of to spell are familiar to him in meaning and use, and their forms have been impressed upon him through the phonic drill. Two things are insured:

1. The child spells no word that is not in his vocabulary.
2. He must have a clear mental picture of each word in order to form it upon the Charts.

The spelling drills should be given with snap. No word should be spelled twice in an exercise.

Method. — Present an initial letter square, as m. Each child thinks of a word that can be formed upon the Charts by placing this initial before a family name. The first child takes the card, places it upon the Chart to form his word, pronounces the word as he places the card, spells it as he turns to face the class. (The teacher holds the card in place until the word is spelled.) The next child takes the card, forms, pronounces, and spells his word. Each child in turn does the same. Examples of words that a class of ten pupils may spell are :

mind	mill	match	muff	make
mat	must	mound	mold	move

The initial *m* may be retained for another turn round the class, but usually a different initial should be chosen for each round.

It will be seen that there are as many different words spelled in one turn round the class as there are pupils reciting. In five times round a class of ten pupils fifty words will be spelled. Each child is intent upon recalling and forming words that he knows; each child is eager for his turn to spell. Interest is at a white heat, lasting impressions are made. The child of scant vocabulary rapidly enlarges his list of words through competition with his mates.

Word forms have no place in the spelling drill. If one should be formed, as mand, the teacher says: "*Mand* is not a word; we are to spell words." Or she may ask, "What is *mand*? Is it something to eat? Can we wear *mand*? Is it a plaything? Can we feel it? Have you ever seen *mand*?" The child replies, "No, I do not know what *mand* is." "Then we will not spell it. We are to spell words that we know about and that we use when we speak."

Charts to be Displayed. — Keep the three large Phonic Charts in full display within easy reach of the pupils at all times. So placed, they are in position for phonic drills and reviews. They are convenient for reference in the reading lesson when the pupil is unable to recall the sound of a phonogram. In the large plain print of the Chart he recognizes the sound that he failed to know in the smaller print of the reader. He gives the sound of the phonogram from the Chart and applies his knowledge to the solving of the word problem before him. In this position the Charts are invaluable aids in correcting errors of enunciation, defective or illiterate speech.

REVIEW DRILLS

Not less than fifteen minutes each day should be given to drill from the Phonic Charts ; more time may be given with profit. The first few minutes of the daily phonic lesson should be devoted to a rapid, accurate, review drill. Use initial and ending letter squares with known families. Drill across the Charts to give drill upon the five short vowels, or upon a given consonant combination.

clack cleck click clock cluck

Drill up and down the columns to perfect the blending of a given vowel with initial and ending consonants.

slab slad slam slap slan

Skip about the Charts to make the pupil ready to sound any combination as soon as it is formed in the drill.

blending blasting blessing blunting

The instant change of combinations, possible in the Chart reviews through the use of successive initial and ending letter squares with the family names on the Charts, keeps the attention active. It makes reviews concise, interesting, and comprehensive, and keeps all facts in constant review. For example, drill upon *one* line of phonograms across the Charts using *one* initial letter square ; as,

cratch cretch critch crotch crutch

gives review drill on

- (1) the five short vowel sounds.
- (2) an initial consonant combination.
- (3) a final consonant combination blended with each of the vowels in turn.

(4) complete blend of all the sounds into a word, syllable, or word form.

Seat Work. — Carefully planned seat work exercises in word building with letters, accompany the lessons of the First Reader. To keep this work up to the standard, the teacher should inspect it and favorably comment on it, when possible, at the close of the working period. No written work is suggested for the period in which the pupil must work by himself.

PHONIC SOUNDS

LESSON 42.—THE SOUNDS OF oo

oo—Twin sounds, as in *book, moon*.

Pronounce the familiar word *book* slowly to find the sound of *oo*. Show the phonogram *oo* on Phonic Chart No. 2 and give drill from the Chart by using initial letter squares in combination with it.

Short *oo* is found before *k* and after *w* ;

book	rook	nook	hook	brook	wool	wood
cook	took	shook	look	crook	woolen	wooden

It is also in,

good	stood	hood	foot	soot
------	-------	------	------	------

In other words *oo* has its long sound :

too	fool	broom	soon	swoop	root
coo	pool	bloom	spoon	troop	scoot
goo	tool	gloom	swoon	loose	Smoot
food	spool	groom	coop	choose	toot
mood	stool	boon	hoop	moose	aloof
rood	school	coon	loop	noose	balloon
brood	boom	croon	droop	boot	cooper
hoof	doom	loon	scoop	coot	goose
roof	loom	moon	sloop	hoot	
cool	room	noon	stoop	moot	

Drill from Chart No. 2 by blending successive initials with *ook* and *oom* ;

Ex. 1.	<input type="text"/> book	2.	<input type="text"/> boom
3.	<input type="text"/> brook	4.	<input type="text"/> broom
5.	<input type="text"/> look	6.	<input type="text"/> loom

Refer to the Chart when the pupil fails to recall the sound of *oo* in reading text. Particular attention should be paid to words that contain *oo*; *broom*, *room*, *soon*, *roof* are often mispronounced.

Give drill from lists of words written upon the blackboard. *This word drill should supplement the Chart drill, but it should not take the place of the Chart drill.*

Game.—“Think of a word that has *ook* in it. We will ask you where your thought is. Is it in the dressing room?” “No, it is not *hook*.” “Is it on the desk?” “No, it is not *book*.” “Did Bo Peep have one?” “No, it is not *crook*.” “Does it hang on the wall?” “No, it is not *looking glass*.” “Is it in the meadow?” “Yes, it is *brook*.”

Include in this game words that contain the family names :

<i>ood</i>	<i>ool</i>	<i>oon</i>	<i>oor</i>	<i>oot</i>
<i>oof</i>	<i>oom</i>	<i>oop</i>	<i>oost</i>	<i>ooth</i>

Write each word as it is guessed on the blackboard.

Form and sound must be associated to make the exercise of value in learning to read.

Seat Work.—Build with letters from the letter boxes familiar *oo* words. Allow the pupils to extend this list by adding the *oo* words that they find in their readers.

Written Spelling.—Dictate by sound the following phonograms; they are to be written upon paper by the pupil at his desk :

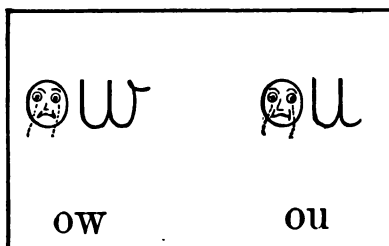
m n a d s

Give freely all needed assistance about letter forms and direction of line as the pupil makes the effort to recall the letter. This lesson may be given as five separate lessons if the pupils have had no previous instruction in writing.

LESSON 43.—THE SOUND OF **ow** AND **ou**

ow, ou.—The hurt or crying sound, as in *cow, down, pout, out.*

Write familiar *ow* and *ou* words on the blackboard.



cow	down	out	mouse
how	flowers	loud	cloudy
meow	showers		sounding

Present the Picture Chart and give the sound of the phonograms. Play a hunting game in which the pupils hunt for the phonograms in the words on the blackboard and give the sound as they find them. Sound the words. Tell the unknown parts of *flowers* and *cloudy* as the pupils sound the parts they know.

Drill from the charts by blending initial phonograms with *ow*, *out, ound, ound* on Phonic Chart No. 2. When words are formed in this drill, make comment on the meaning and encourage the pupils to do the same: "We see this in the sky on rainy days" (cloud). "This is what the farmer does" (plow). "We walk on this" (ground). Sound the word before the comment is made.

Avoid forming words with *ow* that take the long sound of *o*; as *blow, show, crow*, etc.

Oup is pronounced *oop*, as in *soup, group, croup*.

New phonic words that will be formed in the drill from the Phonic Charts are:

bow	brow	gown	brown	growl	browse
now	plow	town	drown	howl	cowslip
row	prow	clown	frown	scowl	crowd
sow	scow	crown	fowl	towel	bow-wow

our	pout	stout	bound	round	thousand
sour	scout	trout	found	wound	blouse
flour	shout	mouth	ground	count	house
scour	snout	south	hound	arouse	crouch
about	spout	cloud	mound		
gout	sprout	proud	pound		

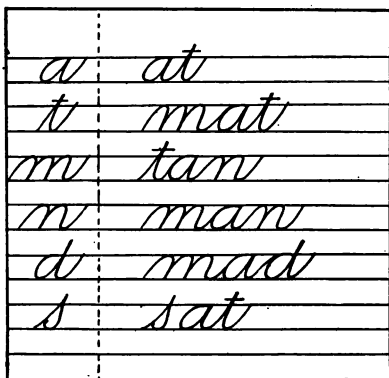
Seat Work.— Build with letters from the letter boxes *ou* and *ou* words written upon the blackboard by the teacher.

Written Spelling.— Review the previous lesson and dictate four of the following words by sound.

an	man	and	sad
as	am	mad	sand

Help freely all who need help in obtaining letter form and freedom of movement. Put as much of the game spirit into the exercise as you can. Every pupil should look directly at you as you enunciate the sounds with careful distinctness. They then tell on the paper what they hear you say.

The following spelling paper is suggestive. The dotted line



represents a lengthwise fold of one fourth the width. The pupils make a center fold lightly and fold the left edge over to the center to make the desired mark. The letters on the left of the fold are written first. All needed assistance is given by the teacher as these letters are dictated. They include the new letter of the lesson and also the

review letters that appear in the words at the right. The new letter is *t*; review letters are *m*, *n*, *a*, *d*, *s*.

After the left-hand space is filled, the words are dictated.

No letters are included in the words that do not appear at the left where the pupil can refer to them at need. The paper represents several lessons ; later in the year, one of equal length could be finished at one writing.

LESSON 44.—THE SUFFIX *ed*

To present the suffix *ed* where a syllable is added and no change is made in the primitive word.

E, in the ending *ed*, after *t* or *d* is vocal and a syllable is added, as in *hunted*, *mended*.

Affix the letter square ending *ed* to families on the Phonic Charts that contain two consonants, the final consonant being *t* or *d*. Sound :

old^{ed}

ist^{ed}

unt^{ed}

end^{ed}

Write on the blackboard words that end in *t* or *d*.

Ex.—plant nest dust pound mind hoot
dent rest melt sand blind crowd
rent fist bolt mend fold
grunt frost shout tend mold

Each pupil sounds a word. He then places the letter square *ed* after his word and sounds the derivative he has formed.

Seat Work.— Write on the blackboard words that end in *t* or *d*. Choose words that contain two vowels, as *oo*, *ou*, or *ow* ; or words in which the final *t* or *d* is preceded by another consonant. (See the word list in the preceding paragraph.) The pupil builds these words upon his desk with letters from the letter box. Beside each word he builds the derivative ending in *ed*.

Written Spelling.— (Dictate by sound.) New letter : *t*. Review letters : *a*, *d*, *m*, *n*, *s*.

at	mat	mast	stand
sat	tan	mass	sand

LESSON 45.—THE SUFFIX **ed** AFTER ANY CONSONANT

When *e* in *ed* final is not immediately preceded by *t* or *d*, *e* is silent and the number of syllables is not increased.

Suggestions for Teaching. — How many of these boys and girls like to go to town? Do you ever go alone? Why not? Why must some older person go with you? Think of ways to go to town. We walk. We drive. We ride on the steam cars. We can ride on the electrics.

When in the car, do you talk to the people you see there? Why not? If you should see a friend sitting beside you, some one whom you know very well, would you talk to him? These (writing *ed*) letters ride in word electric cars. Let us play that this word (writing *planted*) is the car. We will play that each letter is a person sitting on the long seat. Quite at the end of the car near the door I see *ed*. This is another car (writing *handed*). Do you see *ed*? Where is it? Touch it. The letter *e* makes us think of a child in a car. It does not speak to the strangers there. It has two friends who sometimes ride. They are *t* and *d*. Whenever you see *t* or *d* beside *ed*, you will hear *e* say *ě*. Look at this word (*planted*). What letter is beside *e*? Is *t* one of *e*'s friends? Yes, sound the word, and you will hear *e*'s voice: *pl-ant-ed, planted*.

In the next word *handed*, *d*, his other friend, is beside *ed*. Sound and you will hear *e*'s voice *h-and-ed, handed*. Look at this word (*smelled*). I see *ed*. Do you see *t* or *d* beside *e*? Then when we sound the word we will not hear *e*'s voice. Sound : *sm-elled, smelled*.

Present *ed* words in two lists :

hunted
planted
crowded

killed
crowned
looked

Lead the class to see that *e* is vocal in the first list because either *t* or *d* is present before *ed*. In the second list, *ed* is not preceded by *t* or *d*, and *e* is silent. Sound : 1, h ; 2, unt ; 3, ed ; 4, hunted. 1, k ; 2, illcd ; 3, killed.

Affix the letter square ending *ed* to families on the Charts, noting the presence or absence of *t* or *d* and the vocal or silent *e*. Drill as rapidly as possible (without sacrificing accuracy to speed), in order to sharpen the children's eyes and render them quick in making a decision.

The daily drill from the Charts should include all families that do not consist of a single vowel followed by a single consonant.

Sound : ended amped ested inched etc.

Game of Rhyming Words.— Write a number of *at* words on the blackboard to be sounded. Tell the pupils that these are rhyming words because we hear *at* at the end of each word. Write *log*, and ask for rhyming words. Write other words and call for words that rhyme with them. When the pupils fully understand what rhyming words are, they are ready to play the game : Mary chooses a friend by name. She says, "My word is cat, Alice." Alice says, "My word is mat." John says, "My word is log," and Charles answers, "My word is frog." As the words are given the pupils stand. When all are standing, one pupil stands before the class and plays nine-pins : He gives a word, as, *fan*, and calls for rhyming words. He plays until some one fails to respond with a word. The player who gets the greatest number of rhyming words in answer to his call wins the game.

Seat Work. As in previous lesson.

Written Spelling.— (Dictate by sound.)

New letter : *o*. Review letters : *d, m, n, s, t*.

not	toss	to	no
dot	moss	do	on

LESSON 46. — SHORT ITALIAN *a*

No new consonant and vowel combinations are presented in this lesson. Do not give it as a separate phonic exercise, but make it a part of every lesson in which the words presented in it appear.

The phonograms *ff*, *ft*, *ss*, *st*, *sk*, *sp*, *nch*, *nce*, *th*, and *nt* are preceded by short Italian *a* in the following words:

chaff	draft	glass	blast	hasp	stanch	lath
staff	graft	grass	cask	gasp	dance	path
daft	shaft	cast	mask	rasp	chance	ant
raft	mass	fast	task	clasp	glance	pant
Taft	pass	mast	flask	grasp	prance	chant
waft	brass	last	basket	blanch	trance	grant
craft	class	past	asp	branch	bath	slant

Many persons give *a*, in these words, the sound of *a* in *am*. Others give it the sound of *a* in *art*. The sound of short Italian *a* is between these two sounds; it is not so flat as *a* in *am*, and not so full as *a* in *art*. (See Webster's *New International Dictionary*, *a*, p. xlviii.) The only way to secure the correct pronunciation is by watchfulness on the teacher's part as the words occur in conversation and in the reading and drill.

Some of the combinations given above are found on Phonic Chart No. 2, the first seven family names in the first column. Train the pupils to associate the Italian sound with these families in the rapid Chart drill. This drill provides eye training; the teacher's correct pronunciation of the words provides ear training; both will guide the pupil to comprehension and use of the sound in his speech.

Seat Work.— Use Word Drill Cards (see page 23) for silent study.

Written Spelling.— (Dictate by sound.)

New letter: *i*. Review letters: *d*, *m*, *n*, *o*, *s*, *t*.

it sit in tin did mind into noon

LESSON 47.—THE LONG VOWELS

The long sound of a vowel is its name.

a says *ā*, its name is *ā*
e says *ē*, its name is *ē*
i says *ī*, its name is *ī*
o says *ō*, its name is *ō*
u says *ū*, its name is *ū*

Write the vowels in a column upon the blackboard. As you write, obtain the sound of each letter from the class. Over the column write the sight word *says*. Referring to *a*, say: "This letter says *ā*; its name is *ā*." (Do not present diacritical marks to the pupil.) Refer to each vowel in turn, telling what it says and giving its name. Of the names as you tell them, form a second column to the right of the first. Over the second column write the word *name*:

says	name
a	a

Test the class thoroughly, asking of each letter: "What does this letter say? What is its name?" This exercise forms a part of several recitations. Drill until the pupils readily associate the right name with the right letter.

Game.—Choose five children to represent the five vowel sounds. Each child is to choose three other children for singers: Mary stands beside her first choice and says softly, "I say *ā*, what is my name?" If the child answers correctly, she stands and Mary passes on to ask the same question of another child. When all the singers have been chosen, they sing the vowel names to the five notes of the scale. Have them sing as a class and individually:

1	2	3	4	5
a	e	i	o	u

Seat Work.—Rule the back of a stout manila envelope into at least twenty-seven even spaces. Write, or paste in print, the letters of the alphabet in the spaces—one letter in each space. Place fifty-two small square cards containing four alphabets (use both sides of a card), two script and two print, in the envelope. Provide an envelope for each child engaged in seat work. In the twenty-seventh space write the number of the envelope, and number each small card to match. This will aid in replacing misplaced material. Each child is to arrange the letters of the alphabet upon the desk in order. At first he uses the back of the envelope as a guide, later he should place them from memory. An alphabet of mixed letter forms should not be accepted. For example, if the teacher calls for the small print, no other letter form should be used in placing the alphabet; if she calls for capital script, each letter should be in this form.

Written Spelling.—(Dictate *e* by name.)

New letter : *e*. Review letters : *d, m, n, s, t*.

me	mend	ten	net	met
see	send	men	den	set

LESSON 48. — FINAL *e*

Final *e* makes a preceding vowel separated by a single consonant tell its name; as, *cake, here, mile, tube*. It also affects *a* followed by *st*; as, *paste, waste*. Knowledge of this effect of final *e* will give power to sound such words as *core, fire, pure*, etc., although the child, at this time, is not familiar with the sound of *or, ir, and ur*. Final *e* is silent except when there is no other vowel present in a word; as, *me, be, she*.

Suggestions for Teaching.—When the pupils have mastered the vowel names, bring out by questioning the fact that little children obey older brothers and sisters as well as father and

mother. Refer to *e* in the column of names saying : " We will call this letter the big brother letter. These (referring to all the vowels in the first column) mind him. He likes to hear them tell their names and that is what they do when he is near. What (writing *at*) does this say ? This (showing ending letter square *e*) is the big brother letter. When I place it after *at* (forming *ate*) *a* must tell its name because *e* makes it do so. Sound : 1 (before *e* is placed in position) *at* ; 2 (as *e* is placed) *ate* . We cannot hear *e* speak (final *e* is silent)." Write *it*, *ot*, *ut*. In each case, after the written phonogram has been sounded, show the effect of final *e* upon the vowel by affixing *e* and requiring a second sounding. Write many other one-consonant families to be sounded ; affix final *e*, using the letter square , and sound a second time.

Drill from the Phonic Charts. — The pupil should give the short vowel sound as the family is indicated, and the long vowel sound as the ending is placed ; as, 1, *ab* ; 2, *abe* . Do not allow him to give the long vowel family until the letter square is definitely placed in position. Care at this point in the drill keeps the fact that final *e* is the powerful letter — the cause of the change in vowel sound — always in view. Drill in columns in order to strengthen the memory of a given vowel name. Drill across the Chart taking each vowel in turn in order to keep all short and long vowel sounds in constant review :

ab	abe <input type="text"/>	eb	ebe <input type="text"/>	ib	ibe <input type="text"/>	ob	obe <input type="text"/>	ub	ube <input type="text"/>
ad	ade <input type="text"/>	ed	<input type="text"/> eed	id	ide <input type="text"/>	od	ode <input type="text"/>	ud	ude <input type="text"/>
am	ame <input type="text"/>	em	<input type="text"/> eem	im	ime <input type="text"/>	om	ome <input type="text"/>	um	ume <input type="text"/>

ap	ape	ep	eeep	ip	ipe	op	ope	up	upe
an	ane	en	een	in	ine	on	one	un	une
at	ate	et	eet	it	ite	ot	ote	ut	ute

(a) Give drill on *ake, ike, oke, uke*, Phonic Chart No. 3.

(b) Include in this drill, at this time, only the families given above. Avoid the use of *e* after *g*; as *age*.

(c) *One* is pronounced *wun* when no initial is present. When an initial is prefixed, as in *cone, drone, stone*, etc., *o* follows the rule and takes its long sound.

(d) In many short *e* families, *e* is prefixed instead of affixed and the familiar digraph *ee* is formed.

Drill from the blackboard on the effect of final *e*:

Write a short vowel and a long vowel family upon the board, thus:

an ane

and form words by prefixing letter squares to each family, as, —

can	cane
man	mane
pan	pane

Use the five vowels and many different families in this drill.

Arrange words on the blackboard to illustrate the change to the long vowel sound:

cap	pin	Tom	mad	cub
cape	pine	home	made	cube

These drills should supplement the Chart drill. They should not take its place.

Words that may be formed in the phonic drill from the Charts by using two letter squares; as,

b	a
---	---

b	e
---	---

 are :

babe	fane	late	safe	shale	drape
bane	fate	lathe	sake	shake	drake
bate	fake	lake	tame	whale	frame
base	gale	made	tape	Blake	grade
baste	game	male	taste	blade	grape
bathe	gate	mane	tale	blame	grate
bale	hate	mate	take	flame	prate
bake	haste	make	wade	flake	trade
came	hale	name	wane	glade	scale
cape	jade	nape	waste	plane	skate
cane	Jane	pane	wale	plate	snake
case	Jake	pale	wake	Slade	spade
dame	James	rape	chafe	slate	state
Dane	Kate	rake	chase	slake	stale
date	kale	rate	chaste	brake	stake
dale	lade	same	shade	crane	swale
fade	lame	sane	shame	crape	scrape
fame	lane	sale	shape	crate	

glebe	grebe	Swede	theme	here	mere	sere
jibe	lime	ride	wise	slide	spire	
bide	line	rime	wife	slime	spile	
bite	like	ripe	wile	bribe	spike	
dime	life	rife	wire	bride	stile	
dike	lithe	rise	withe	brine	stipe	
dine	mine	side	chide	crime	swipe	
dire	mite	site	chime	grime	swine	
fine	mile	sire	chine	gripe	twine	
fife	Mike	tide	shine	pride	scribe	
file	mire	time	shire	prime	shrike	
fire	nine	tine	thine	tribe	sprite	
hide	Nile	tile	whine	tripe	stride	
hire	pipe	tire	white	smite	stripe	
hike	pine	wide	blithe	smile	strife	
kine	pile	wipe	clime	spine	strike	
kite	pike	wine	glide	spite		

bode	fore	Mose	rope	shone	smote
bone	gore	mole	rote	shore	smoke
bole	home	more	rose	those	snore
bore	hope	node	role	whole	spore
code	hone	note	sole	close	spoke
cope	hole	nose	sore	globe	stone
cone	hose	pome	tome	slope	store
cote	joke	pope	tone	broke	stoke
Cole	lobe	pone	tote	crone	swore
core	lode	pose	stole	drone	strode
coke	lope	pole	tore	grobe	stroke
dome	lone	pore	wore	probe	throne
dope	lore	poke	woke	prone	
dose	mode	robe	chose	prose	
dote	mope	rode	chore	scope	
dole	mote	Rome	choke	score	
cube	dune	June	mute	tube	plume
cute	duke	jute	muse	tune	spume
cure	fume	lute	mule	flume	
dude	fuse	lure	nude	fluke	
dupe	Hume	Luke	pure	flute	

Seat Work.—Let the pupils exchange name cards. Each pupil makes the name he holds three times with letters. He is then ready for another change of card.

Written Spelling.—(Dictate by sound.)

New letter: *r*. Review letters: *a, d, e, i, m, n, o, s, t*.

rat	red	rod	rest	tree
rot	rid	ran	trim	street

LESSON 49.—THE SOUND OF **x**

In monosyllables *x* is an equivalent of *cks* or *ks*. This fact is illustrated on Phonic Chart No. 3, in the phonograms

ax = acks	ix = icks
ex = ecks	ox = ocks

Illustrate this fact in the drill from the Chart by prefixing initial letter squares to these phonograms :

tax	tacks	pex	pecks	tix	ticks	cox	cocks
lax	lacks	nex	necks	pix	picks	lox	locks

Other words which will be formed in the drill are :

Max	flax	Dix	mix	pox
wax	Rex	fix	six	

Seat Work. — Write rhyming words upon the blackboard. The pupils are to make the words with letters :

tacks	picks	locks	decks
tax	six	fox	Rex

Game. — Pupils play train: Five pupils stand one behind the other to make the train. As the teacher or pupil holds up the letter square ch, the train starts with the sound *ch, ch, ch*. When x is shown, the train stops with the sound *ks, ks*.

Written Spelling. — (Dictate by sound.)

New letter : *c*. Review letters : *a, e, m, n, o, s, t*.

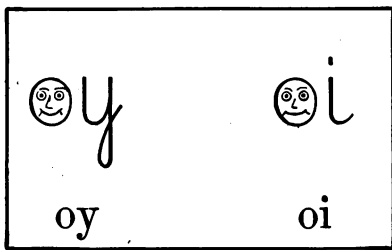
cat	can	cast	came
cot	cane	mast	tame

LESSON 50. — THE SOUND OF *oy* AND *oi*

oy, oi. — Two jolly or happy letters, as in *joy, boil*.

Encourage the use of the lips in the enunciation of these diphthongs.

Drill by blending successive initials with *oy, oil, oin* upon Phonic Chart No. 2.



Words that will be sounded in this drill or from the black-board are :

boy	Roy	cloy	sloyd	loyal	destroy
coy	soy	Floy	ahoy	royal	employ
joy	toy	Troy	enjoy	annoy	
boil	soil	coin	foist	poise	ointment
coil	toil	loin	hoist	adjoin	Illinois
foil	spoil	joint	moist	exploit	
roil	broil	point	noise	anoint	

Seat Work. — Silent reading from the basal or supplementary readers.

Make with letters words that rhyme with *boy, oil, oin, oint, oist*. Hunt for words in the reader.

Written Spelling. — (Dictate by sound.)

New letter: *b*. Review letters: *a, d, e, i, r, n, o, s, t*.

boot	bid	bat	best	bend
brass	bob	bed	bit	bind

LESSON 51. — THE δ SOUND OF *ow*

The diagraph *ow* has the sound of δ . Call words containing it δ words and refer to them by this name when the child needs help in sounding them. There is no rule by which the pronunciation can be determined, but the use of the word in the sentence will often guide the child to the right pronunciation. When he knows that two sounds may be associated with the phonogram, he will choose the one that makes sense as he reads. Familiar *ow* words are :

snow	slow	blows	window
know	crow	blowing	meadow

In a game drill from the Chart place successive initials before *ow* on Phonic Chart No. 2 and let the child tell the idea the word gives him as he sounds. Use initials that will call

for both sounds of *ow* : *plow* — What the farmer does in the spring. *cow* — An animal. *glow* — What the fire does. *crow* — A black bird. *flow* — The brook flows.

Words that will be formed in the drill from the Phonic Charts or that may be sounded from the blackboard are :

bow	crow	stow	mown	tallow	marrow
low	flow	throw	bowl	hollow	narrow
mow	glow	owe	growth	pillow	minnow
row	grow	own	bellow	willow	shadow
sow	show	blown	fellow	below	window
tow	slow	flown	fallow	borrow	
blow	snow	grown	hallow	harrow	

As *ow* words occur in reading text, write them on the blackboard in a place reserved for the purpose. Beside them write the words that contain the diphthong *ow*, and give daily drill.

Ex. — snow now
 blow how

Seat Work. — Make with letters the *ow* words found between a given number of pages in the reader.

Written Spelling. — (Dictate by sound.)

New letter : *h*. Review letters: *a, c, d, e, i, r, m, n, o, s, t*.

ham	hatch	rash	hat	hid
hem	hand	home	hate	hide

LESSON 52. — THE SOUND OF *v*

v. — The sound of the electric car or that made by flying insects, as in *vest*, *voice*.

Show that in sounding *v* the lips are placed in position to form *f*; *v* has tone, but *f* has none.

Words that will be formed in the drill from the Phonic Charts or that may be sounded from the blackboard are :

van	vine	save	hive	wove	Revere
vat	vote	wave	live	clove	evening
vamp	Vose	shave	rive	drove	I've
vast	voile	clave	wives	grove	arrive
vale	vow	slave	chives	stove	contrive
vane	cave	brave	drive	strove	given
vase	Dave	crave	shrive	gravel	driven
vetch	gave	grave	strive	gavel	volt
vent	lave	stave	thrive	ravel	have
vest	nave	breve	cove	travel	
vim	pave	dive	hove	behave	
vile	rave	five	rove	Eve	

Seat Work.—Write several phonograms on the blackboard, as—

and est old ill ook

Pupils make rhyming words that contain these phonograms. Limit the number of words for each phonogram.

Written Spelling.—(Dictate by sound.) New letter: *l*. Review letters: *a, c, d, e, i, m, n, o, r, s, t*.

sell	trill	last	lend	class
smell	drill	lost	land	colt

LESSON 53.—THE VOWEL SOUNDS IN *ar, er, ir, or, ur*

A in *ar* is long Italian *a*; as in *arm*. This sound of *a* is also heard in *alm, alf, alve*. (*L* is silent in these phonograms.) The sound of long Italian *a* is given to *au* when followed by *n*; as, *aunt, flaunt*.

Or is like *ar* in *warm*.

Er, ir, ur are identical in sound; as, *her, fir, fur*.

R is one of the three powerful letters of the alphabet. In these five phonograms the vowel sounds are modified or controlled by *r*. They should not be separated from *r* in the drills.

Find the sound of each phonogram by sounding slowly a

familiar word in which the phonogram appears; as, market, her, for, birdie, corn. Show the phonograms on Phonic Chart No. 3 and give drill by blending successive initials with them to form words or parts of words. Words that will be formed in the drill from the Charts, or that may be sounded from the blackboard are :

bar	barb	ark	marl	parse	start	carpet
car	garb	bark	snarl	harsh	tart	martin
far	arch	Clark	arm	marsh	starve	scarlet
gar	larch	dark	charm	are	artist	feldspar
jar	march	hark	farm	art	cargo	harness
mar	bard	lark	harm	cart	Carlo	sharpen
scar	card	park	barn	chart	garden	harvest
spar	hard	shark	darn	dart	hardest	
star	lard	spark	harp	hart	target	
tar	scarf	Carl	sharp	part	market	
her	Bernard	aster	chamber	whither	jumper	
pert	herding	farmer	shelter	winter	under	
clerk	kernel	partner	whether	flower	together	
perch	merchants	father	hither	monster	different	
serve	person	gander	river	over	carpenter	
ferns	servants	gather	shiver	powder	September	
verse	dessert	farther	sister	power		
ever	never	lantern	silver	shower		
or	stork	scorn	snort	orders	normal	
for	form	thorn	north	organ	mortar	
nor	storm	Thorp	scorch	acorn	ornaments	
cord	born	horse	torch	corner	Norsemen	
lord	corn	Morse	forlorn	mortal		
cork	horn	sort	fortune	Concord		
fork	morn	short	fortress	orchard		
cur	bur	churn	purse	surf	furnish	surprise
fur	burst	curl	pur	Arthur	further	
blur	burnt	hurt	purl	burden	murmur	
burn	church	nurse	spur	disturb	purpose	

Always refer to the Chart when the pupil hesitates in solving word problems that contain the phonograms of this lesson. Make use of all associations possible in obtaining mastery over these or other sounds that are illustrated on the Charts. Let the eye help by noting the place on the Chart where the given phonogram is to be found. This will start a train of thought about that part of the drill which centered about the phonogram — the words that were formed or the comments that were made — and a definite knowledge of the sound will come through the pupil's own thought activity.

Game. — Play the Game of Rhyming Words. Include many of the families represented in the lists of words given above. As the words are given, write them on the blackboard to be sounded later, or to be used in seat work exercises. *Form and sound must be associated.*

Show the letter square *er* and give drill from the Charts by blending this ending with known families on Phonic Charts Nos. 1 and 2. Exclude one-consonant families from this drill. Encourage the pupils to tell what words the blended phonograms make them think of; as, *acker* suggests *cracker*, *blacker*; *oiler* suggests *boiler*, *toiler*, etc. This exercise gives the pupil power to call up mind pictures of the words in his vocabulary.

Place all the ending letter squares in a pack by themselves for use in drills on endings. See page 24 for illustration of these squares.

Seat Work. — Pupils look in their readers to find five words that end with *er*. They are to make these words with letters on their desks.

Written Spelling. — (Dictate by sound.)

New letter: *g*. Review letters: *a, b, d, e, h, i, n, o, r, s, t*.

get	tag	dog	sang	grass	gate
got	bag	beg	hang	grind	grade

LESSON 54.—THE VOWEL SOUNDS IN *are* AND *ere*

Final *e* does not affect the sound of *a* in *ar* when no initial is present; as, *are* . Placing the initial develops circumflex *a*; as, *care* . This modification of the sound of long *a* arises from the influence of the following *r*. This renders its teaching as a new sound unnecessary. Words that will be formed in the Chart drill are :

bare dare mare rare snare tare hare scare
care fare pare share spare ware stare

Final *e* changes *e* in *er* to circumflex *e* (identical with *a* in *care*); as, *ere* . Different initials require varying sounds to be given to *ere*. *W* requires the true sound of *er*; as, *were*. *Wh* and *th* require circumflex *e*; as, *where*, *there*. Other initials require long *e*; as, *here*, *mere*.

These facts are given for the teacher's convenience. Do not require the pupil to learn or to recite them. Give him the correct pronunciation as you present the phonograms in the drill or as he uses the words.

All of the words illustrated in the following drill have been presented to the pupil as sight words, but every teacher knows that they are difficult words for him to remember or to distinguish. The phonic illustration on the Charts with the game element present in the rapid changes possible by manipulation of the letter squares will help him to master them.

As an economy of time and effort, keep the letter squares *w*, *wh*, *th*, and *h* in a pack by themselves for use in this drill.

Drill from Phonic Chart No. 3 making use of these initials and final *e* in building the words. Sound: 1, *er*; 2, *ere* ;

3, *where* ; 4, *there* ; 5, *were* ; 6, *here* .

Frequent illustration of these phonic facts in this drill from the Chart will make the pupil master of the pronunciation and spelling of these words.

Seat Work. — Pupils make *where, there, were, here, care, dare*, etc., with letters.

Written Spelling. — (Dictate by sound.)

New letter : *f*. Review letters : *a, b, c, d, e, g, h, i, l, m, n, o, r, s, t*.

fan	fob	felt	soft	flesh
fig	from	feed	fold	fetch

LESSON 55. — THE NAMES OF THE CONSONANTS IN ORAL SPELLING

Give a rapid drill across the Charts, forming words and word forms with a single initial. For example :

mat met mit mot mut

As the line is sounded, ask for the words that were formed. Since this is a review drill that has been given frequently, the pupils will readily respond by telling the words of their spoken vocabulary that were formed in the drill. Ask the child who gave *mat* as the word he saw, to tell the letters of the word. Form the word again, and point to the letters as he tries to say them. Let him *sound* the separate letters if he can do nothing more. Commend his effort, and call for the *name* of the first letter, *m*. If no one knows the name, tell it to the class. Ask for the name of the second letter. This name all should know. (The names of the vowels were taught in Lesson 47.) Tell, or obtain from the class, the name of the third letter, and have class spelling of the word. Change the initial to *s, f, r*, in succession and have each word sounded and spelled. Let the pupil look at the word as he says the letters.

The words spelled and the consonant names learned in this first exercise are :

m	s	f	r	t
mat	sat	fat	rat	

Separate the letter squares containing the consonants used in the last exercise into a pack by themselves for use in the following drill. These letter squares will include *m, t, s, f, r, fr, tr, sm, st*. Blend these initials with family names on the Charts that contain the same consonants to form words to be spelled.

The family names that may be used in this second exercise are :

at	et	it	ot	ut
am	em	im	om	um
ass	ess	iss	oss	uss
ast	est	ist	ost	ust
aft		ift	oft	uft
aff		iff		uff
ar		ir		ur

The following words may be formed with the given consonants and the five vowel names.

met	Sam	sum	fuss	rust	stiff	stir
fret	ram	mass	mast	must	stuff	fur
set	stem	mess	fast	trust	muff	
sit	Tom	miss	rest	raft	star	
fit	from	moss	mist	sift	tar	
rot	Tim	toss	fist	soft	far	
trot	rim	Ross	most	tuft	sir	
rut	trim	muss	frost	staff	fir	

Spell as many of the words of the list as seems advisable. No new facts are presented in the exercise, but it offers much interesting drill in recognizing and naming known letters in words. Each new word to be spelled is an easily solved

problem, and the class interest runs high. When the consonant names are very familiar, and some facility has been gained by the pupil in naming the letters as he sees them on the Chart, let him visualize the word, then let him turn away from the Chart and face the class as he names the letters. Allow him to visualize again and again, if necessary, until he is able to carry the picture of the word in his mind and spell it without help. Keep the initial letter square in position, as the pupil spells, for the benefit of the pupils who are not spelling, in order that they may verify the spelling as they compare it with the word on the Chart.

LESSON 56.—ORAL SPELLING GAME NO. 1

Word Changing. — Write the word *cat* upon the blackboard to be sounded and spelled. Say, pointing to *c*, "If I change *c* into *p* what word shall I make?" Allow the pupils to think or call up a mind picture of the new word for an instant before erasing *c* and writing *p* to make *pat*. At once suggest other changes: *p* to *m* (*mat*); *t* to *n* (*man*); *n* to *sh* (*mash*).

Give each pupil a letter square. Let those pupils who hold suitable letters step to the board in turn and cover the initial of the word on the board with the initials on their cards. Each tells his act as he does it. For example, the word is *crack*. First pupil says, "I change *cr* to *bl* to make *black*." Second pupil says, "I change *bl* to *tr* to make *track*." No word forms are made in this drill. Use the names of the letters instead of the sounds.

Increase the difficulty of the game by laying aside the letter squares and requiring the pupils to *think* the sounds as they make the changes. Write all new words in a column under the first word in order that the pupils may trace the changes and make no repetitions.

Make this game a part of the spelling exercise that is given at the close of the daily phonic drill.

Review Drills.—All phonic facts may be kept in constant review by means of the chart drill. For example, the following drill reviews eleven facts: *ow, ou, oup, oy, oi, ook, oom, s, br*, the ending *ed* when it adds a syllable, and the same ending when it does not.

sow	sout	soud	sounded	soup
broy	broiled	broin	brookod	broomed

Seat Work.—Give each pupil an initial letter square at his desk. He is to make with letters as many words that begin with his initial as he can visualize on the Charts, using the initial letter square as a help in doing so.

Written Spelling.—(In this and all succeeding lessons, dictate by name.)

New letter: *p*. Review letters: *a, c, d, e, g, h, i, l, f, m, n, o, r, s, t*.

post	peg	print	patch	creep
pill	stiff	stamp	pond	sheep

LESSON 57.—THE *i* SOUND OF *y*

In many words of more than one syllable, *y* final has the sound of short *i*; as, *funny, happy, lady*.

In monosyllables *y* final has the sound of long *i*; as, *cry, dry*. Exceptions are found when *y* forms a diphthong or digraph with a preceding vowel; as, *boy, they, say*.

Review the drill given on page 71 of the Primer lessons. Blend initial combinations with the last *y* in the last column on Phonic Chart No. 3 to form *by, my, why, fly, ply, sly, cry, dry, fry, pry, try, sky, spy, sty, spry*.

Write these words in a column on the blackboard. Beside this column write another column of longer words which also end in *y*:

<i>Ex.</i> —shy	slowly
fly	stormy
why	twenty
try	Henry

Lead the pupils to see: 1, that the first column is made up of short words; 2, that the second column is made up of longer words; 3, that all the words end in *y*. Sound the short words of the first column and note that *y* in these words says *ī*. Tell the fact that *y* in longer words says *ī*, and sound the words in the second column.

Y final in a long word is usually sounded with the preceding consonant, as shown in the column of endings on Phonic Chart No. 3. The pronunciation is short and crisp—*bi*, *ri*, *ti*, etc. Avoid at this time the use of the endings *cy* and *gy*. Drill upon the endings from the Chart and add them to known words or word forms capable of taking them.

Preface the drill, when its turn comes in the daily drill from the Charts, by saying, "Tell me what these letters say at the end of long words."

Sound familiar sight words from the blackboard, as,

Billy	sleepy	pretty	penny	pussy
hungry	happy	teeny	sunny	
story	puppy	tiny		

Supplement them with words from the Word List, Sections 365 and 366, and from advance reading text. Encourage the pupils to spell words that end with *y* in the oral spelling from the Charts.

Seat Work.—Make with letters four short words and four long words all ending with *y*. These may be copied from the readers.

Written Spelling.—New letter : *k*. Review letters : *a, b, c, d, e, f, g, i, l, m, n, o, p, r, s, t*.

king	skim	cake	trick	shook
kick	skid	skiff	pink	block

LESSON 58.—WORDS THAT END IN *ie*

Write in a column on the blackboard familiar sight words that contain *ie* and extend the list to include words taken from the Word List, Section 363. In a second column write words taken from Section 364 of the Word List :

fie	tie	Fannie	Annie	Willie
die	pie	Nellie	Carrie	Robbie
vie	died	Jessie	Blackie	cherries
dries	lie	pussies	Laddie	pennies
flies	cried	carried	Minnie	Charlie

Note as in the previous lesson that the short words of the first column contain the sound of *i*, and that the longer words of the second column contain the sound of *ie*.

Whenever a pupil hesitates over the sound to be given to *y* or *ie* final, lead him to note the length of the word in which it appears.

Oral Spelling.—*Exercise 1.*—In the oral spelling drill give each pupil an initial letter square. Each pupil in turn steps to the Chart, forms the word he has in mind, faces the class as he spells it. As he turns from the Chart to face the class, the teacher holds the letter square in place in order that the spelling may be verified by the other pupils.

Seat Work.—Make with letters four short words and four longer words, all ending in *ie*, that have been written on the blackboard by the teacher.

Written Spelling.—New letter : *j*. Review letters : *a, c, d, e, f, g, i, k, l, m, n, o, r, s, t*.

jams	jigs	jolts	jokes	carts
jets	jars	joins	dark	farms

LESSON 59. — WHEN *o* IS LIKE SHORT *u*

O has the sound of short *u* before *m*, *n*, and *v* in the following words :

come	some	become	compass	company	kingdom	blossom	stomach
son	ton	done	front	monk	honey	once	month
won	one	none	wont	monkey	money	wonder	Monday
dove	glove	shovel	above	cover	hover	Glover	discover
love	shove	oven	covert	lover	plover	govern	sloven
apron	heron	lion	London	melon	talons	among	second
cannon	lemon	onion	ribbon	wagon	Ericson	tongue	diamond

O is like short *u* in

other	brother	another	color	dost
mother	smother	nothing	does	doth

Children often like to play make believe. They dress in father's or mother's clothes, and do and say the things they see these friends doing. (Call for experiences from the class.) *O* sometimes makes believe that it is *ũ*. It says *ũ* instead of saying its own sound. Write the familiar sight words that take this sound of *o* on the blackboard to be sounded. Lead the pupils to see that *o* in each word is playing and makes believe that it is *ũ*.

Do not hesitate to tell the pupil when he is in doubt over the pronunciation of a word containing this sound of *o*, that *o* is playing. This suggestion will help him to recall the needed sound.

The Game of "Catchers." — Choose a family name as *ove* on Phonic Chart No. 3. Using letter squares, blend initials with *ove* to form

stove grove clove drove glove

As each word is formed and sounded the pupil gives comment on the meaning or uses it in a sentence. For example,

st	ove	stove (holds fire)
gr	ove	grove (a group of trees)
cl	ove	clove (spice)
dr	ove	drove (I drove our horse)
gl	ove	glove

If the child sounds the word gl-ōve, he is at a loss, for glōve conveys no meaning to him and he is *caught*. The teacher says “*O* is playing in the word.” He sounds it again, this time correctly, and the meaning is plain. (The game is quite exciting when the teacher keeps score on the blackboard and makes a mark every time she *fails* to catch some one.) Repeat the drill including *love, dove, cover*, etc., as “catchers” until the pupils learn to make the choice between the two sounds of *o* quickly before the word is sounded.

Choose *oth* as the family name to be used in the game. Form *cloth, froth, moth, broth, brother, mother, smother*. Or, with the letter squares *m* and *er* form words on the Charts to be sounded. Include one or two “catchers” with each group. For example,

mender master milder molder mother

Enjoy playing the game yourself and the pupils will respond heartily. Say “I shall catch you this time,” and they will try hard to keep you from doing so.

Seat Work. — Pupils play the spelling game of Lesson 56 at their desks with letters. The teacher may give the starting word, as *pin*, for the class, or each pupil may take a different word. The words are placed in a column. Each word in the column differs from the preceding word by one letter, as, *pin, pan, pat, hat, hot*.

Written Spelling. — New letter : *u*. Review letters : *b, c, d, e, g, h, j, k, l, m, n, o, p, r, s, t*.

mud	fur	jump	luck	tune
hug	sun	bump	hush	pout

LESSON 60. — THE SHORT VOWEL BEFORE DOUBLE CONSONANTS

For use in this drill keep the vowel letter squares in a pack by themselves. Place the vowel a before the ending *bble* in the first column on Phonic Chart No. 3. The short sound of the vowel is to be given when the double consonant *bb* is seen. The long vowel is to be given as the letter square is shifted to hide one of the double consonants. Sound :

1, a bble ; 2, a ble

Include the remainder of the double consonant phonograms in this drill :

1	2
addle	adle
affle	afle
aggle	agle
apple	aple
azze	azle
attle	atle

Give similar drill with the other vowels. Train the pupils to note the presence or the absence of the double consonant before they give the vowel sound. Work slowly at first, later the drill should be rapid, clear-cut, accurate. Do not always present the phonograms in the same order. Skip about to keep the attention active and to make the drill a game of sharp eyes and quick decisions. Use the pointer to indicate the ending to be used ; the pupils should sound *as you place the vowel letter square before it*. They should sound again as you shift the square to cover or uncover the double consonant. Concert drill may be used, but do not forget that individual drill gives individual power.

Do not use the terms "long vowel" or "short vowel" in the drills. The pupils should see that the vowel tells its name, or it does not tell its name, as it is near or far from final *e*, and as double letters do not or do appear after it.

Make a word game of the drill by calling for words in which a given phonogram is heard. For example, after a pupil has sounded a combination he gives a word that contains it, and other pupils add the words they think of. *Addle* will make one pupil think of *paddle*, another pupil will think of *saddle* or *straddle*. *Able* will recall *table*, *gable*, or *stable*, etc. Words that may be formed in this drill from the Charts are :

babble	scrabble	saddle	draggle	apple	battle	tattle
dabble	addle	straddle	haggle	dapple	Brattle	
gabble	daddle	baffle	straggle	grapple	cattle	
rabble	paddle	raffle	waggle	dazzle	rattle	
able	fable	sable	table	ladle	staple	
cable	gable	stable	cradle	maple		
pebble	heddle	meddle	peddle	kettle	mettle	settle
dribble	fiddle	twiddle	jiggle	stipple	brittle	grizzle
nibble	griddle	whiffle	cripple	Whipple	little	
scribble	middle	giggle	nipple	fizzle	spittle	
diddle	riddle	higgle	ripple	frizzle	whittle	
bible	idle	bridle	sidle	rifle	title	
cobble	hobble	noddle	boggle	stopple	bottle	mottle
gobble	coddle	toddle	goggle	topple	Cottle	nozzle
noble	ogle					
bubble	cuddle	prddle	scuffle	Ruggles	struggle	shuttle
rubble	huddle	muffle	shuffle	smuggle	cuttle	Tuttle
stubble	muddle	ruffle	juggle	snuggle	scuttle	muzzle
bugle						

Give a word drill from the blackboard on :

bramble	feeble	thimble	shingle	twinkle	jumble	crumple
candle	needle	dwindle	single	bumble	mumble	
handle	wheel	spindle	tingle	crumble	stumble	
angle	steeple	dingle	dimple	funble	tumble	
scramble	beetle	jingle	simple	grumble	bundle	
tremble	nimble	mingle	tinkle	humble	trundle	

Sound words that contain double consonants : as, *running*, *pinning*, *popping*, *happy*, *patter*, etc. Impress the fact that *a*, *e*, *i*, *o*, and *u* do not tell their names when they stand before double letters. See Word List, Sections 354, 355, 356 for double consonant words.

Seat Work. — Play the game of the previous lesson.

Written Spelling. — New letter : *w*. Review letters : *a*, *b*, *c*, *d*, *e*, *f*, *g*, *h*, *i*, *k*, *l*, *m*, *n*, *o*, *p*, *r*, *s*, *t*.

wag	swim	wake	wipe	brown
whip	swift	wade	plow	crown

LESSON 61. — THE SOUND OF INITIAL *y*

Y initial is in the familiar word *yes*. Write the word on the blackboard and sound it : 1, *es* ; 2, *yes*. Listen for the initial sound and tell what it is. Display the letter square

y

 and blend the sound at once with families on the Charts to make words or word forms :

y

et,

y

ell,

y

on,

y

oke,

y

ar, etc. Include *y* among the initials used in the oral spelling drill and give drill from the Charts or the blackboard on :

yam	yank	yarn	yes	yoke	youth	yellow
yap	yard	yet	yell	Yule	young	yonder

Seat Work. — Pupils make the names of objects in the room, as, *clock*, *desk*, *books*, etc. The three pupils who have the longest lists at the end of a given time win in the race.

Written Spelling. — New letter : *y*. Review letters : *a, b, d, e, l, m, o, p, r, s, t.*

yes	by	try	party	baby
yet	my	yard	story	lady

LESSON 62. — THE SOUND OF *a* AFTER *w*

W is the third powerful letter of the alphabet. In this lesson its effect on short *a* is illustrated. Short *a* preceded by *w* usually takes the sound of short *o*.

Drill from the Charts using initial *w* letter square. Tell the pupils that *w* makes *ă* sound like *ō* in the following drill, and that sharp eyes are needed as well as sharp ears to tell what the letters of the word really are. For the first few drills indicate with the pointer the corresponding short *o* family, as initial *w* is moved down the short *a* column, in order to impress the unusual pronunciation.

1	2	
<i>Sound :</i> äb	wäb	(Point to <i>ob</i> to show pronunciation.)
äd	wäd	(Point to <i>od</i> to show pronunciation.)
äm	wäm	(Point to <i>om</i> to show pronunciation.)

Continue down the column in this way. Exceptions are *wag* and *wax*. These should be included in the drill on exceptions as *they appear in the reading text*.

Omit reference to the short *o* column as soon as practicable, and include this drill in the daily drill from the Charts.

To give the drill with initial *w* it is not necessary to destroy the unity of the pack of letter squares made up in Lesson 54. Simply place *w* as the outside letter of the pack.

Encourage the use of w before the *ă* column in the oral spelling drill to spell *wash, watch, swan*, etc.

Words that contain this sound of *a* are :

wad	wast	wander	wabble	waffle	swab	swaddle
wan	wasp	wampum	waddle	Washington	swap	swallow
watt	watch	wadding	twaddle		swan	what
wand	wapiti	wallet	swaddle		swash	
wash	wanton	wallow	wattle		swamp	

Seat Work. — Pupils make with letters as many of these words as possible in a given time.

Written Spelling. — New letter: *v*. Review letters: *a, c, d, e, g, h, i, l, n, r, t, y*.

van	give	hive	very
vetch	live	drive	ever

LESSON 63. — FINAL *e* IS COVERED OR DISPLACED BY THE VOWEL OF THE ENDINGS *ing, ed, and er*

Write words containing final *e* in a column on the black-board. Beside this column write monosyllables that end in two consonants or that contain two vowels :

hate	yoke	mend	fill
bake	tube	plant	cross
like	tune	pack	bloom
whine	dine	stamp	puff
robe	care	pinch	spoon

Sound the first word : 1, ate ; 2, hate. Place *ed* (letter square) in position and sound again : 1, cd ; 2, ated ; 3, hated. Raise the letter square slightly to show the class that final *e* of the word *hate* is covered by the ending. Sound each one of the words in the first column in this way. Impress the fact that in each case final *e* is covered or displaced. Sound the two-consonant words in a similar way. Make a point of the fact that in these words no letter is covered when the

ending is used — it is placed after the word. Form derivatives using the endings *ing*, *ed*, and *er* with all the words. Note : 1, that final *e* is always covered or displaced by these endings; 2, that no letter is covered or displaced when final *e* is not present in the word.

Drill from Phonic Chart No. 3 by blending the endings with the families containing *k* and *v*, as, aking av ed over. Drill also upon the consonant combinations in the first column :

1, abble ; 2, abbled ; 3, able ; 4, abled .

Ask frequently for the words that these blended phonograms call to mind and ask each pupil to spell the word he gives. Keep the letter square in position as the spelling is in progress for the benefit of the pupils who are listening, and so that the speller may correct his impression of the word if such correction is needed. Allow the pupils to place the ending letter square in position on the Chart in order to form and spell derivatives. In each case final *e* on the Chart is to be covered by the square.

Seat Work. — Pupils make words that rhyme with *cake*, *time*, *love*.

Written Spelling. — New letter : *x*. Review letters : *a*, *b*, *e*, *f*, *i*, *n*, *o*, *p*, *r*, *s*, *t*, *w*.

fix	tax	box	next	ax
six	wax	fox	express	mix

LESSON 64. — SINGLE-CONSONANT AND DOUBLE-CONSONANT WORDS

No new facts are presented in this lesson. It is a review of Lessons 60 and 63.

Give the review Chart drill blending vowels with the consonant phonograms in the first column on Phonic Chart No. 3.

Write words on the blackboard to be sounded :

apple	maple	pinned	pined	hopped	hoped
slide	coarse	pinning	pinning	hopping	hoping
runner	brace	pinner	piner	runner	tubing
rough	bagie	sadder	hiding	betting	tuner
chick	gable	bladder	shading	setting	smiling
hoped	noble	rubber	tuber	butter	sliding

Ask pupils in turn to find words that contain double letters, and to tell the sound of the preceding vowel. Do not use the word *coach*. Touch the vowel and say, "What does this letter say when two *p*'s or two *d*'s, etc., follow it?" Sound all the double letter words.

Examine the remaining words. "There is but one *p* in this word (*maple*); what does this letter (*a*) say? Sound the word. How many *n*'s in this word (*running*)? What does this letter (*u*) say? Sound the word. I see one *n* in this word (*tuner*); what does this letter (*u*) say? Sound the word," etc. Make a game of the drill by trying to find the brightest eyes and the best thinkers in the class.

Drill from Phonic Chart No. 1.—Develop the long vowel by affixing the letter square

e

 to a family ending in one consonant before using another ending. Keep

e

 in position after the combination is sounded and immediately cover it with

ed

 to form a family ending in *ed*. Sound as the cards are placed :

1, at; 2, at

e

; 3, at

ed

.

Ask for a word that has *ated* in it; as, *hated*, *mated*, *slated*.

Blend

ed

 with other one-consonant families. Blend *ing* and *er* in a similar way, and call for words containing the combinations formed. Be careful to keep in view the fact that the vowel family is formed first, by adding final

e

, and that

this final e square is covered by the square containing the other ending.

Oral Spelling, Exercise 2. — Give drill with *op* on Chart No. 1;

1, *op*; 2, *ope* ; 3, *oping* .

“Think of a word” (*hoping*). “Spell *hoping*. How could we change this word to *hopping*?” “Use two *p*’s.” “Spell *hopping*.” Form other combinations using *ed*, *ing*, and *er* as in the previous drills. Ask for words in which these combinations are heard. Suggest a change in vowel sound, let the pupils tell how the change could be made and spell the words in couples. Suggestive words are :

mating — matting	wiping — whipping
mated — matted	dining — winning
hater — hatter	biting — hitting
fading — padding	robing — robbing
shaming — shamming	twining — spinning
shaping — clapping	voter — blotter
riding — ridding	tubing — rubbing
timing — trimming	pluming — drumming

Test the pupil’s power to find out new words by presenting words of several syllables to be sounded : as,

understand understanding flatter flattering

Seat Work. — Pupils look through the readers to find double consonant words. As they find them, they make the words with letters on the desks.

Written Spelling. — New letter : *z*. Review letters : *a, b, c, d, e, f, i, l, o, r, y*.

buzz	lazy	breezy	cozy
fuzz	crazy	dizzy	

SECOND READER

PHONIC SUMMARY : SECOND YEAR

In the phonic lessons of this book the careful development of the phonic scheme, with the definite, illustrative drills characteristic of the first books of the series, is continued. The child is made master of language laws, but he is not made to repeat phonic rules or to use diacritical marks. In the explicit, graphic chart drill which provides for countless combinations of sounds, *each fact or law is illustrated anew each time the drill is given*. This gives the child a working knowledge of the relations of sounds to each other without undue effort to store the memory. For example, *ar* is *är* until the powerful letter *w* stands before it, when it changes to the sound of *or*. Ex. — *warm*. Frequent illustration of this fact makes the child master of *ar* in both positions; he also has a vivid mental picture of the form of words that contain the sound *war*. This well-laid phonic foundation insures that word problems can be solved with ease with regard to spelling as well as pronunciation, and the mechanical difficulties of learning to read and spell are reduced to a minimum.

Through the phonic drills the pupil has the key to the pronunciation of

(1) Words that contain vowel equivalents.

Ex. — day	pail	sleigh	they	great	rein
night	read	seize	field		
road	pour	door	suit	dew	

(2) Words that contain the soft sounds of *c* and *g*.

Ex.—cent lace icy December circle
page German ginger gypsy

(3) Words that contain the broad sound of *a*.

Ex.—saw Paul scald tall salt walk caught

(4) Words that contain *qu*, *ph*, *mb*, *wor*, *es* final, *ough*.

Ex.—quill Philip climb worm faces smiles bough

(5) Words that contain the endings *ften*, *sten*, *stle*, *ous*.

Ex.—soften glisten castle famous

(6) Words that contain *ti*, *si*, and *ci* followed by a vowel.

Ex.—vacation excursion delicious

Enunciation Exercises.—Nonsense rhymes from Mother Goose are used as enunciation exercises. Each rhyme is written on the blackboard before the class reading is given in order that the pupils may have opportunity to study it by themselves. In these exercises the rhythm is strongly marked by the recurring accent of rhyming words and syllables. Let the pupils feel the swing of the verse and the music of the phrase. Let them show their enjoyment of the humor and respond to the rhythm by waving, clapping, stepping, etc. These exercises will give the pupil excellent drill in accent and emphasis. He becomes master of the vowel sounds of unaccented or unstressed syllables without conscious effort on his part.

Accent.—Accent refers to syllables. It is the prominence given to one syllable over others in a word. An accented syllable is pronounced with greater force or stress, is louder or clearer, and is often of greater length than its neighbors. Without knowing the accented syllables in words we cannot give them their proper pronunciation. The pupil learns how to accent words by imitating the pronunciation of the teacher.

An appreciation of the rhythm of a stanza usually aids in placing the syllable accent correctly.

Emphasis. — Emphasis refers to words. It is the prominence given to one or more words in a sentence in order to color or modify the meaning. Unless we know the emphatic words, we cannot bring out the full meaning of a sentence. The pupil emphasizes the right words in a sentence naturally and spontaneously when he knows the precise meaning or the idea it is intended to convey.

SPELLING

A series of carefully graded spelling exercises provides definite drill in word study by means of spelling games, and gives the teacher opportunity to show the pupils how to place a written exercise on paper with regard to margins, spacings between words, capitals, and punctuation. A short couplet forms the basis of each lesson. Verse-form with the shortest possible line has been chosen for these first lessons because it presents few problems in correct placing.

Each exercise is to be dictated. All needed help on any point connected with writing the exercises should be given freely as the dictation is in progress. A dictation to a class of beginners in placing written work on paper differs in many essentials from one to a class which has mastered the mechanics of this work. Judicious help at the time of action is the surest way to help the pupil to form right habits of work.

Rhyme study in five games precedes the dictation of the rhyme. These games are seatwork exercises. One game may be given each day for a week, and the dictation given at the end of the week. Directions for each game are written on the blackboard. These provide additional and practical reading for the pupils as they work at their seats in training them to follow written directions.

Oral spelling drills form a part of every phonic drill. This close association and training of eye and ear in noting the form and sound of words gives the pupil ability to spell the words of his spoken vocabulary.

Seat Work. — Seat work which supplements the phonic lessons and oral spelling drills gives added opportunity for word inspection and selection and aids in the formation of correct mental word pictures.

REVIEW DRILLS

Use a few minutes of each daily Chart drill in rapid, accurate review exercises. Insist on clear enunciation of initial and final consonant sounds as well as full, pleasing vowel tones.

Review from the Charts by blending any initial combination, except *qu*, *x*, *ç*, or *ğ* with any known family to form words or word forms. These will include :

(1) All short vowel families.

Ex. — grand mend stick song pump

(2) All long vowel families that end in *e*, or that contain double *e*.

Ex. — cape white home tune feed keep

(3) All families that contain *oo*, *ow*, *ou*, *oy*, *oi*, *y*, *ó*, *x*.

Ex. — cook down pout boy funny yet love wax
 broom crow shout boil try come done box

(4) All families in which a vowel is followed by *r*. Exclude *ar* preceded by *w*.

Ex. — car Albert where fir for cur
 care were farmer fire fore cure

(5) Derivatives formed by adding *ing*, *ed*, and *er* to families that contain two consonants or two vowels.

Ex. — mending cooked shouted boiler

(6) Single-consonant and double-consonant families and words.

Ex. — hoping smiling maplé bugle
 hopping trilling apple struggle

(7) Words in which *a* is preceded by *w*.

Ex. — wash wand watch swamp

Review Spelling. — Give a few minutes at the close of the daily Chart drill to oral spelling from the Charts. Use initial combinations with family names on the Charts to form words and parts of words. Each child spells the word he has formed or partly formed on the Charts. For example, the initial is *cl*; the words and parts of words formed may be :

clam clash clutch class clinch clove
Clar(k) clust(er) clut(ter) clap(ping)

Make sure that all initial combinations, except *qu*, *x*, *ç*, and *g* are used. Change the initial for each turn around the class and take a different set of initials for each recitation.

Spelling Games. — Review the Game of Rhyming Words. Vary the game in as many ways as possible, but do not fail to show the class the written form of the spoken word. *Form and sound must be associated to make the exercise of value in learning to read.* For example, write a number of words some distance apart on the blackboard. As each word is written, call upon a pupil to sound it and to write a rhyming word below it. When this has been done, call upon another group of pupils to add a third word to each column. Continue until each pupil of the class has written a word in several columns. Each pupil sounds all the words of the column before he adds his word.

Make use of all opportunities to show that rhyme must appeal to the ear, but not necessarily to the eye. For example, *are* rhymes with *car*, and *slow* with *go*, because the final sounds are alike.

Three spelling games are included in the lessons for first- and second-year pupils. Additional games are listed under Book Four, page 209. The teacher is at liberty to present a very simple form of any of these additional games if her class is happily interested in playing them.

LESSON 65. — THE VOWELS

Give a review drill upon the letters by flashing lettersquares before the class. Pupils are to give the names of the letters shown.

Separate *a, e, i, o, u* from the other letters. Tell the pupils that these are vowels. Write the word *vowels* upon the blackboard to be sounded. Ask different pupils to repeat the vowels from memory. At their dictation write the vowels under, or beside, the word *vowels* and leave them on the board for reference. Make use of the term in the daily Chart drill.

Have a hunting game on the Charts for vowels. Pupils will discover that each column on Chart No. 1 begins with a different vowel, and that nearly every combination on the three charts contains one. Look in the readers to find that every word contains at least one vowel and that many words contain more than one. Let different pupils write their names on the board to find the vowels used. Spell words from the Charts that contain two vowels.

Seat Work. — Pupils hunt in the readers to find a given number of words that contain *a* and an equal number that contain *e*. The words found are written on paper or made with letters.

Written Spelling. — Write the following couplet on the blackboard to be read by the pupils. It is to be dictated after it has been studied by means of seat work games.

Rub a dub-dub !

Three men in a tub.

Rhyme study before dictation :

1. *Rhyming Game* (First day).—Pupils write or make with letters the different words of the rhyme. Under each word place three or more rhyming words, or words that contain a common family.

<i>rub</i>	<i>three</i>	<i>men</i>	
tub	tree	ten	Ben
cub	free	den	when
club	see	hen	then

The pupils should consult the Charts or the readers freely for words if they find it necessary.

2. *Hidden Words* (Second day).—Pupils make the word *three* with letters on their desks. When this is done, all other letters are put away to avoid confusion. They are to make as many words as possible using any or all of the letters in the word *three*, that is, they are to find the words that are hidden in the word *three*. As each word is found, it is copied on a paper slip which is to be inspected by the teacher. In this case the finished list shows :

<i>three</i>			
thée	there	tree	he
the	ere	her	

Write *three* upon the board as results are called for at the close of the seat work period. Ask different pupils to touch the letters of *three* that are used in spelling a given word. Repeat this drill each time the game is played until every child understands fully what he is to do when working by himself.

3. *Pi Game* (Third day).—Misplace the letters of certain words of the rhyme as you write them on the blackboard.

ubr (rub) etreh (three) nme (men) btu (tub)

Tell the pupils that the letters of each group when rearranged will spell one of the words of the rhyme. They are to make

the groups with letters, and consult the rhyme as they rearrange the letters to find the words.

4. *Good Hunting* (Fourth day). — Hunt through the rhyme to find the following words. As they are found, they are to be written, or made with letters on the desk.

1. A five-letter word
2. Four three-letter words
3. A word that has two vowels
4. Something made of wood
5. A number
6. Something alive

5. *Picture* (Fifth day). — Copy and illustrate the rhyme. Dictate the rhyme.

Enunciation Exercise. —

Hey! diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such craft,
And the dish ran away with the spoon.

The pupils are to sound the words and read the rhyme. Find the rhyming words. Show by reading the rhyme that certain words as, *Hey, cat, fiddle, cow, moon*, etc., are stressed or emphasized for the purpose of making plain the action of the story. Show by your reading that certain syllables are stressed and that in this way the rhythm or swing of the verse is felt.

LESSON 66. — THE SYLLABLE

Keep all facts in constant review in the daily Chart drill.

Blend ing with two-consonant or two-vowel families to form *anding ooking*, etc. By any simple rhythmical device, — by raising and lowering the voice, by waving the hand from

side to side, or by clapping softly, as the phonogram is sounded, lead the pupils to see that these phonograms require two impulses of the voice for complete enunciation, and that one impulse has greater accent or stress than the other.

Think of words that are pronounced in this way, as, *walking*, *sitting*, etc. Call the parts of the word *syllables*. Pupils say their own names slowly to find the number of syllables. Have a word hunt in the readers to find words of two or more syllables.

Write a pupil's name on the board, as *Robert*, and have the vowels named. Erase the vowels and let the pupils attempt to pronounce the word. Do this with several words to show the important place the vowels hold in words. Call attention to the fact that the word *Robert* has two syllables and that each syllable contains a vowel. Inspect other words to find that every syllable contains a vowel.

At this time *with some classes* it may be necessary to include *y* among the vowels. For example, a child discovers that words like *penny*, *Fanny*, etc., have two syllables, but apparently only one vowel. Explain that when *y* has one of the sounds of *i* as in these words (*penni*, *Fanni*) it is called a vowel, because it takes the place of a vowel.

Pupils spell their own names. Train them to make a slight pause between syllables. Do not require them to pronounce syllables.

Seat Work.—Write the following words on the blackboard. The pupils are to write, or make them with letters, in three columns arranged according to the number of syllables the words contain.

rabbit	cabin	cabinet	table	crib	liberty
lobster	red	president	bleed	September	game

Written Spelling.—

Ding dong bell!
The cat is in the well.

Rhyme study before dictation :

1. *Rhyming Game.*—

<i>Ding</i>	<i>dong</i>	<i>bell</i>	<i>cat</i>	<i>is</i>	<i>in</i>
sing	song	tell	fat	his	tin
ring	long	sell	mat		win
spring	strong	spell	sat		spin

2. *Hidden Words.*—

<i>ding</i>	<i>dong</i>	<i>bell</i>	<i>cat</i>	<i>well</i>
in	do	be	at	we
din	on			
	dog			
dig	god			
	nod			

3. *Pi Game.*—

gind (ding) ondg (dong) lelb (bell) lewl (well)

4. *Good Hunting.*— Find

- | | |
|--------------------------------------|--------------------------------------|
| 1. Four four-letter words | 4. Three words that contain <i>i</i> |
| 2. Two three-letter words | 5. Something made of metal |
| 3. Three words that contain <i>e</i> | 6. Something alive |

5. *Picture.*— Copy the rhyme and draw a picture to illustrate.

Dictate the rhyme.

Enunciation Exercise.—

Dibbity, fibbity, cribbity crow
Give me a pancake and I'll go.

Sound the words and read the rhyme. Make a point of clear enunciation and modulated tones. Encourage the child's

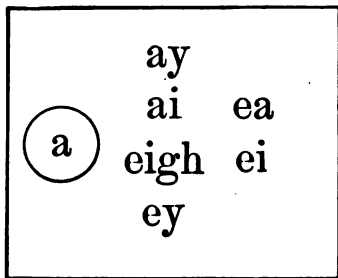
natural love of rhythm by observing plainly syllable accent and emphasis or sentence accent. Find the rhyming words:

1. dibbity flibbity cribbity
2. crow go

LESSON 67. — THE EQUIVALENT CHART a

The Equivalent Charts (see page 28) illustrate the fact that much may be learned through association. They are to be used in teaching the vowel equivalents and digraphs. Keep them within easy view and touch of the class. Lead the child to see that the phonograms grouped on each chart have the sound of the indicated vowel. Refer to the charts when hesitation is shown over a word containing one of these phonograms. Do not require the groupings to be committed to memory.

Suggestions for Presenting Vowel Equivalents.— Whose house is that across the street? How do you know that it is Mr. Smith's house? (His name is on the door.) Who lives with Mr. Smith? (His children live with him.) Tell me their names. (Teacher writes them on the blackboard as they are given.) The pupils note that *Smith* is written with each name. The class decides that each one of Mr. Smith's children, if asked his name, would say *Smith*. It is just so with Mr. Brown's children. Each one has Brown for his name, etc.



This card (presenting Equivalent Chart No. 1) is *A*'s house. *A* is in the circle just as Mr. Smith's name is on the door. These (pointing to equivalents) live in *A*'s house. They say *ā* just as Mr. Smith's children say *Smith*.

Write familiar words that con-

tain the phonograms of the Chart on the blackboard; as, *play, tail, eight, they, great*. Sound the words and find the new phonograms. Give drill from the Equivalent Chart, from Phonic Chart No. 2, and from the blackboard:

bay	hay	nay	way	fray	slay	spray	display
day	jay	pay	bray	gray	stay	Hayes	
fay	lay	ray	clay	play	sway	always	
gay	may	say	dray	pray	tray	crayon	
braid	grail	brain	stain	hair		afraid	
laid	hail	Cain	strain	lair		complaint	
maid	jail	chain	train	pair		explain	
paid	mail	drain	twain	stair		dainty	
raid	nail	grain	vain	waist		gaiter	
staid	rail	gain	faint	maize		fairly	
ail	trail	pain	paint	praise		daisy	
fail	tail	Spain	saint	raise		raisin	
flail	wail	sprain	fair	straight		entertain	
eight	sleigh	weight	eighty	neighbor			
neigh	weigh	freight	eighteen				

Ey has the sound of *ā* in monosyllables and accented syllables; as, *they, prey, whey, obey*. In unaccented syllables it has the sound of *ī*, as in the familiar words *money, honey, monkey*. Train the pupils to associate the sound of long *a* with this phonogram. Should new words containing the unaccented sound appear in the reading text, tell the required sound to the pupil if the context does not help him to it.

Ea has the sound of *ā* in *great, break, and steak*.

Ei has the sound of *ā* in *rein, veil, vein, skein, reindeer*.

Game. — Play a hunting game. Each pupil opens his reader to look for equivalents of *a* in the words of the text. The words are sounded from the book. They may be written upon the blackboard and used for a sounding lesson.

Seat Work. — Prepare name cards of the studies of the school program, of the teachers of the school, of the Superintendent,

of the town, of the state, of streets in the vicinity of the school, etc. Give each pupil a card. He is to make the name on the card a given number of times with letters. When his work is done, he stands in token that he is ready to change his card. When a second pupil rises, the two exchange cards and go to work again. Or, the teacher prepares one card more than the number of pupils. This extra card is laid on the table. The pupil who finishes his work first takes this card for new work and leaves his first card on the table for the next pupil to take. By either plan all the pupils may be happily and profitably busy with growth in self-restraint and self-government.

Written Spelling. —

Five, six,
Pick up sticks.

Rhyme study before dictation:

1. *Rhyming Game.* —

<i>five</i>	<i>six</i>	<i>pick</i>	<i>up</i>
hive	mix	tick	sup
dive	fix	stick	pup
drive		wick	cup

2. *Hidden Words.* —

	<i>sticks</i>		
sick	kit	kiss	
tick	is	it	

3. *Pi Game.* —

ifve (five)	isx (six)	tissek (sticks)	kipe (pick)
-------------	-----------	-----------------	-------------

4. *Good Hunting.* — Find

- | | |
|--------------------------|---------------------------|
| 1. Two four-letter words | 4. A number |
| 2. One six-letter word | 5. Another number |
| 3. One three-letter word | 6. Something made of wood |

5. *Picture.* — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. — (Face play.)

Brów brinky,
Eye winky,
Chin choppy,
Nose noppy,
Cheek cherry,
Mouth merry.

Sound the words and read the rhyme. The second word in each line should end with the sound of *ĩ*; as *brinkĩ*, *choppĩ*, *cherrĩ*. Insist on hearing final consonant sounds. Find the rhyming words.


LESSON 68. — THE EQUIVALENT CHART *e*

This (presenting equivalent Chart No. 2) is *E*'s house, and these (pointing to equivalents) live with *e*. They say *ē*.

Ee is a very familiar phonogram and needs little drill at this time.

Ea has two sounds, *ē* and *ě*. Illustrate by writing the two sentences; "I can read the book," and "I have read the book," on the board to be read. The pupils will see that they must choose the sound of *ea* that will make some sense as they read. When *ea* words are met in reading text, the context will help the pupil to the right sound to use. When *ea* words are presented in columns for drill, the different sounds should appear in separate columns.

When *ea* takes the sound of *ā* as in the previous lesson, the teacher should not hesitate to tell the pupil the sound to be given if he needs help by referring him to *ea* on *A*'s Chart.

	<i>ee</i>
	<i>ea</i>
	<i>ei</i>
	<i>ie</i>

Use, *e* on the right edge of the letter square

e

, before the families that begin with *a* on the large Phonic Charts to form *ea* families ; as,

ea

d,

ea

m,

ea

p,

ea

st,

ea

ve,

ea

r. Overlap this letter square with an initial letter square to show the initial letter followed by the right hand *e* ; as,

b

e

. Give drill upon the *ea* families upon the charts. Change the initial frequently. In the following list the words are arranged to show how this drill may be given. Additional *ea* words will be found in the Word List, Section 254.

bead	beard	dear	hear	leash	leave	team	plead	peal
beam	beak	heap	heave	least	mead	teach	pleat	peat
bean	beast	heat	lead	leaf	mean	tear	please	near
beat	deal	heath	leap	Lear	meat	teak	peach	neat
beach	dean	heal	lean	leak	meal	teal	peak	

Words that will be formed in the chart drill or that may be sounded from the blackboard are:

dead	health	heaven	dreadful	thread	pleasure	
head	breast	heavy	read	healthy	treasure	
lead	ready	measure	bread	feather	wealthy	
tread	steady	pleasant	spread	leather	meadow	
death	instead	peasant	breath	weather	breakfast	
seize	seized	either	neither			
brief	thief	shield	shriek	grief	relief	field
chief	wield	yield	priest	belief	believe	

Train the pupils to look to the Equivalent Charts for help when they are in doubt about the sound of a vowel group.

In the oral spelling drill make use of the Equivalent Charts.

Seat Work.— Write known vowel equivalents on the blackboard ; as, *ay*, *ea*, *ai*, *ee*. Pupils have a race in making with letters words that contain these phonograms. The five pupils who have the longest lists in a given time are the winners.

Written Spelling. —

Birds are free,
So are we.

Rhyme study before dictation:

1. *Rhyming Game.* —

<i>birds</i>	<i>free</i>	<i>so</i>	<i>we</i>
fir	tree	no	he
sir	see	go	me
stir	wee	ho	she

2. *Hidden Words.* —

<i>birds</i>	<i>free</i>	<i>are</i>
rid	reef	ear
bid	fee	Rae
rib	ere	
sir		
is		

3. *Pi Game.* —

eref (free) ribds (birds) rea (are)

4. *Good Hunting.* — Find

- | | |
|-----------------------------|-------------------------------|
| 1. A five-letter word | 4. Two two-letter words |
| 2. A four-letter word | 5. Four words that contain e |
| 3. A three-letter word | 6. Three words that contain r |
| 7. Something that has wings | |

5. *Picture.* — Copy and illustrate the rhyme.

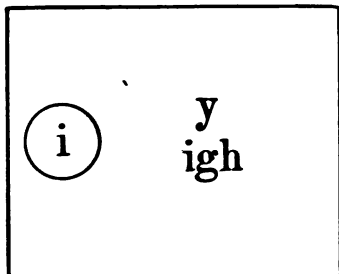
Dictate the rhyme.

Enunciation Exercise. —

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
Not all the King's horses,
Nor all the king's men,
Could set Humpty Dumpty up again.

Sound the words and read the rhyme. Find the rhyming words. Show that *men* rhymes with *again* although they are not spelled with a common phonic basis. Rhyme appeals to the ear.

LESSON 69. — THE EQUIVALENT CHART *i*



Present this Chart as *I*'s house and the phonograms as saying *i*.

Familiar words that contain *igh* are:

bright night high

(Previous drills have illustrated *y* like *i*; as in *cry*, *happy*.)

Play a hunting game in which the pupils look in their readers to

find words that contain *igh*. Write the Enunciation Exercise of this lesson on the blackboard and have the words sounded before the rhyme is read. Include *igh* on Phonic Chart No. 2 in the daily drill from the Charts. The following words contain *igh*:

high	fight	night	tight	flight	slight	brighter
nigh	light	right	blight	fright	highest	sprightly
sigh	might	sight	bright	plight	almighty	

In the oral spelling drill make use of Equivalent Charts *A*, *E*, and *I* and the equivalent families on Charts Nos. 2 and 3. Give each pupil a letter square to use in finding the word he thinks of. Write, or let the pupils write, them on the blackboard as they are found. Separate the words into columns according to the equivalents they contain.

Seat Work.—Pupils make with letters the words of the last exercise that were written on the blackboard.

Written Spelling.—

Sing, song,
The days are long.

Rhyme study before dictation :

1. *Rhyming Game.*—

<i>sing</i>	<i>song</i>	<i>days</i>	<i>are</i>
ring	long	plays	far
fling	gong	drays	car
bring	strong	jays	tar

2. *Hidden Words.*—

<i>sing</i>	<i>song</i>	<i>days</i>	<i>are</i>
sin	son	day sad	ear
in	on	as say	

3. *Pi Game.*—

gnis (sing) nogs (song) sdya (days) olgn (long)

4. *Good Hunting.*— Find

1. Four four-letter words
2. Two three-letter words
3. A word that contains two vowels
4. Working times
5. Not short
6. Something pleasant to do

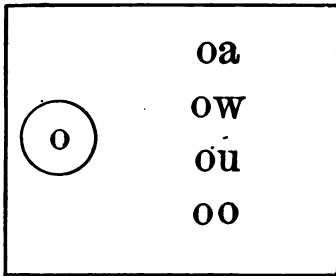
5. *Picture.*— Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise.—

Good night,
Sleep tight,
Wake up bright
In the morning light,
To do what's right,
With all your might.

Sound the words and read the rhyme. Find the rhyming words. Insist on hearing final consonant sounds. "They should neither be abridged, nor prolonged, nor swallowed, nor forced."

LESSON 70.—THE EQUIVALENT CHART *o*

Present this Chart as *O*'s house and the phonograms as saying *o*.

Oa words that will be formed in the drill from the charts or that may be sounded from the blackboard are :

load	croak	shoal	soap	hoarse	Choate	loaves
road	oak	foam	Hoar	roast	float	coax
toad	soak	loam	roar	toast	goat	cocoa
loaf	coal	roam	soar	boat	oats	aboard
cloak	goal	moan	coarse	coat	throat	afloat

Words that contain the *ō* sound of *ow* are presented in Lesson 51, page 114.

Ou often has the sound of *ō* when it precedes *l* or *r*.

soul shoulder moulder mould
four pour fourth fourteen course mourned

Oo has the sound of *ō* in *door, floor, brooch*.

Seat Work. — Give each pupil a family name card. He is to make with letters as many words containing this phonogram as he can recall or can find in his reader.

Written Spelling. —

Little red-bird in the tree,
Sing a song to me.

Rhyme study before dictation :

1. *Rhyming Game.* —

<i>little</i>	<i>red</i>	<i>tree</i>	<i>sing</i>	<i>song</i>
<i>whittle</i>	<i>bed</i>	<i>free</i>	<i>ring</i>	<i>long</i>

brittle	fed	see	king	gong
	led	wee	wing	strong

2. *Hidden Words.* —

	<i>little</i>	
lit	it	tilt
lie	till	tell
let	tile	ill

3. *Pi Game.* —

ttlle (little) idrb (bird) eter (tree) nosg (song)

4. *Good Hunting.* — Find

1. Four four-letter words
2. A word that ends with a vowel
3. A word that contains two vowels
4. A color
5. Something that flies
6. Something that grows in the forest

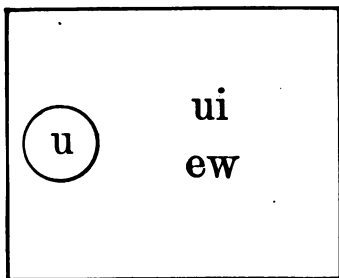
5. *Picture.* — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. —

Little Nanny Etticoat,
In a white petticoat,
And a red nose ;
The longer she stands,
The shorter she grows.

Sound the words and read the rhyme. Find the rhyming words. The rhyme is a riddle ; the answer is *a candle*. Illustrate by showing a lighted candle, or a picture of one. Help the pupils to find the important words — the ones that tell the story. Show them by reading the rhyme yourself how these words are said clearly and with stress.

LESSON 71.—THE EQUIVALENT CHART *u*

Present this Chart as *U*'s house and the phonograms as saying *ū*.

Words that contain these phonograms are :

dew	jew	new	flew	view	jewel	skewer	suit
few	Kew	pew	slew	whew	Newport		
hew	mew	blew	stew	Lewis	sinews		

Long *u* is a compound sound. It consists of an initial element of consonant *y* and the sound of *oo*, *y-oo*, as in *use*, *pure*, etc. In some positions the initial *y* sound is enunciated with difficulty and it changes into short *i*, as in *new*, *few*, *suit*, *tune*, etc. Authorities allow the initial element to be dropped after *r*, *sh*, *y*, and *l* when *l* is preceded by another consonant, as in *rule*, *sure*, *yule*, *blue*. Do not present these facts to the pupils. Let them try to give the full sound of long *u* in any and all of these words as they meet them in the reading text. The pronunciation of individual words should be corrected by the teacher when necessary. This method will help to overcome the tendency to say, *doo*, *noo*, *knoo*, *stoo*, for *dew*, *new*, *knew*, *stew*, etc.

Include the Equivalent Charts Nos. 1-5 in the phonic drill.

Oral Spelling.—Use vowel letter squares in the oral spelling drill. Blend and spell words containing *able*, etc. Place the cards on the blackboard ledge near the Charts and let each pupil choose the letter he needs to form the word in his mind.

Seat Work.—Pupils play the game given in Lesson 56, page 122

with letters at their desks. No two starting words should be alike. The five winners of the game show the five longest word lists.

Written Spelling. —

Little Tom Tucker
Sings for his supper.

Rhyme study before dictation :

1. *Rhyming Game.* — Find rhymes for

Tom sings

Find words that contain *uck*.

2. *Hidden Words.* —

<i>Tucker</i>		<i>supper</i>	
tuck	cur	sup	upper
truck	cute	sure	purse
trek	rut	spur	pup
cut		up	

3. *Pi Game.* —

teltil (little) rektcu (tucker) sperup (supper)

4. *Good Hunting.* — Find

1. Words that contain two vowels
2. Three six-letter words
3. Three three-letter words
4. A boy's name
5. One of the daily meals
6. Something pleasant to do

5. *Picture.* — Copy and illustrate the rhyme.

Dictate the rhyme.

Emunciation Exercise. —

Dickery, dickery, dare,
The pig flew up in the air;
The man in brown soon brought him down,
Dickery, dickery, dare.

LESSON 72.—THE SOFT SOUND OF *c*

C is soft (like *s*) before *e*, *i*, and *y*. It is hard (like *k*) before *a*, *o*, *u*.

The sound of *ç* is somewhat like the name of the letter. It may help the pupil to remember the sound if it is said that *c* tries to tell its name when it is followed by *e*, *i*, or *y*.

Review Lesson 48 of the First Reader (see Manual, page 108) which illustrates the effect of final *e* upon a preceding vowel.

Write *c* on the blackboard. Pupils give the sound *k* (the only sound of *c* that has been presented) and the name of the letter. Make the combination *ce* e. Tell the pupils that when *c* is followed by *e*, it tries to tell its name; it says *ç* (sound of *s*). Give drill on the two sounds of *c* by placing and taking away the letter square as the pupils sound *ce* e = *s*; *c* = *k*.

Transfer the drill to the charts: Use the letter squares c and sc before the second column of phonograms on Charts Nos. 1 and 2 to make ceb ced cem scep scen etc. Include in the drill any known family on Chart No. 3 that begins with *e*.

C is soft (or tells its name) before *i* and *y*. Give drill from the Charts on *c* before *i*, as was given for *c* before *e*, and include drill on *cy*, Phonic Chart No. 3.

Give drill by blending initial *c* or *sc* with any or all known families on the Charts.

	1	2	1	2	1	2
Sound:	am	c am	em	c em	im	c im
	om	c om	um	c um		

The pupils are to watch for a following *e* or *i* and to give the soft *c* when they see either of these letters. At first it

may be a help to have the *e* and *i* columns on Charts Nos. 1 and 2 distinguished by a check of blackboard chalk in the space above the phonograms.

Include the following drills :

1	2	1	2	1	2	1	2
ack	ac ^e	ick	ic ^e	uck	uc ^e	anch	anc ^e
ench	enc ^e	inch	inc ^e	onch	onc ^e	unch	unc ^e

(*Ch* in *onch* is like *k*.)

Make the drill a game of sharp eyes and ears. Divide the class into sides and have a race. Keep tally of unhesitating, clear-cut recitations. Separate the winners. Give those who failed a second chance to enter the winning side. Drill horizontally across the Chart from right to left, as well as from left to right. Skip about the Chart presenting at least five combinations to each pupil.

As the phonograms are formed in the drill, ask for words that they suggest. For example :

cin suggests *cinder, Cinderella*

cit suggests *city, citron*

cell suggests *cellar*

ace suggests *Grace, lace, face*

ice suggests *ice, mice, spice*

ance suggests *dance, lance*

ence suggests *fence*

ince suggests *mince, prince*

acy suggests *lacy*

icy suggests *icy*

ucy suggests *Lucy*

Other words that may be suggested are in the Word List, Section 368. As the words are given, write them on the blackboard to let the eye confirm the impression of the ear. They should be sounded and used in sentences in another exercise. Have a spelling game and thus deepen the impression made.

Seat Work.—Arrange these words in columns with regard to the number of syllables they contain.

nibble shed napkin tape steeple sink
 understand twenty carpenter stop buttercup

Written Spelling.— (What a fairy does.)

He dances and sings
 To the sound of his wings.

Rhyme study before dictation :

1. *Rhyming Game.*— Find rhymes for

dances sings sound he

2. *Hidden Words.*—

<i>dances</i>		<i>sound</i>		<i>wings</i>	
Dan	can	son	on	win	sin.
an	cane	sod	us	wig	
as	sad	sun	nod	in	
Ned.	sand	so	Don	is	

3. *Pi Game.*—

scande (dances) duons (sound) ginss (sings) wisgn (wings)

4. *Good Hunting.*— Find

1. Words that contain two vowels
2. Words that begin with a vowel
3. A word that has two syllables
4. Something done with feet
5. Something used for flying
6. A noise

5. *Picture.*— Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise.—

Dancy-diddley-poppity-pin !
 Have a new dress when summer comes in ;
 When summer goes out,
 'Tis all worn out,
 Dancy-diddley-poppity-pin !

LESSON 73.—THE SOFT SOUND OF *g*

G is frequently soft (like *j*) before *e*, *i*, or *y*. It is hard (or not like *j*) before *a*, *o*, *u*.

The sound of *g* is somewhat like the name of the letter. It may help the pupil to remember the sound if it is said that *g* tries to tell its name when it stands before *e*, *i*, or *y*.

For use in drills on soft *g* and *c* keep the letter squares *c*, *sc*, *g* in a pack by themselves.

Add *g* to the list of letters affected by the powerful letter *e*. Write *g* on the blackboard to be sounded and named. Place the letter square containing final *e* after it to make *ge* . In this position *e* seems to say to *g*, "Tell your name." *G* tries to do so; it says "*j*." Give drill on the two sounds of *g* by placing and taking away the letter square as the pupils sound: *ge* = *j*; *g* = *g*.

There are many exceptions to this rule. Since there are so many, confine the drill from the Charts to the following families: these include nearly all the families containing soft *g* that the child will meet in words in his reading.

Sound:

1	2	1	2	1	2	1	2	1	2
an	g an	en	g en	in	g in	on	g on	un	g un
ag	ag e	og	og e	ug	ug e				
ang	ang e	ing	ing e	ong	ong e	ung	ung e	g er	
	1	2	3	4	5				
	edge	edge	idge	odge	udge				

Include *gy* in the drill on endings.

As the phonograms are formed in the drill, ask for the words they suggest. For example:

<i>gen</i> suggests <i>gentle</i>	<i>onge</i> suggests <i>sponge</i>
<i>gin</i> suggests <i>ginger</i>	<i>adge</i> suggests <i>badge</i>
<i>uge</i> suggests <i>huge</i>	<i>idge</i> suggests <i>bridge</i>
<i>ange</i> suggests <i>strange</i>	<i>udge</i> suggests <i>judge</i>
<i>inge</i> suggests <i>hinge</i>	<i>ger</i> suggests <i>German</i>
<i>gy</i> suggests <i>gypsy</i>	

Other words that may be suggested are in the Word List, Section 369. As the words are given, write them on the black-board. They should be sounded and used in sentences. Many of them may be spelled.

Seat Work. — Write, or make with letters, words that begin with a vowel. Look for the words in the reader.

Written Spelling. —

The man in the moon
Came down too soon.

Rhyme study before dictation :

1. *Rhyming Game.* — Find rhymes for

man moon came down too

2. *Hidden Words.* —

<i>moon</i>	<i>soon</i>	<i>came</i>	<i>down</i>
on	so	am	do nod Dow
no	on	me	on won Don
	no	mace	no own

3. *Pi Game.* —

eacm (came) dwno (down) sono (soon) omno (moon)

4. *Good Hunting.* — Find

1. Four words that contain *o*
2. Two words that contain *a*
3. Four words that contain two vowels

4. Three words that contain *m*
5. Something alive
6. Something round and bright

5. *Picture*. — Copy and illustrate the rhyme.
Dictate the rhyme.

Enunciation Exercise. —

There was an owl lived in an oak —
Wiskey, waskey, weedle;
And every word he ever spoke
Was fiddle, faddle, feedle.

Sound the words and read the rhyme. Note the accented or stressed words, *owl* and *oak* of the first line; *word* and *spoke* of the third line. Because these are the important words, the ones that tell the story of the rhyme, they are said with more stress than the others. In the second and fourth lines the first syllable of each word is accented. Help the pupils to get the rhythm into their minds as well as clear enunciation.

LESSON 74. — THE SOUND OF BROAD *a*

All the phonograms on this Chart contain broad *a*. *Aw*, *au*, and *augh* are identical in sound. The sound of *l* is not heard in *alk*.

Drill from the Chart. — Give each pupil a letter square. Words and parts of words are to be formed upon the Chart. As each

word is shown in whole or part, it is written upon the black-board. In a game of sharp eyes find *all*, *aw*, *alk* on Phonic Chart No. 2. Add *ald* and *alt* to the list of broad *a* phonograms. Include all broad *a* families in the daily drill from the Charts.

aw	au
	augh
all	alk

Words that will be formed in the drill are :

caw	raw	flaw	bawl	scrawl	fawn	prawn	hawthorn
jaw	saw	slaw	crawl	sprawl	lawn	spawn	tomahawk
law	claw	straw	shawl	hawk	pawn	lawyer	brawny
paw	draw	thaw	trawl	dawn	drawn	crawfish	tawny
cause	fault	haul	Saul	author	gaudy	Austrian	
clause	fraud	Maud	taut	Caudle	Laura	sauce	
Claude	Gaul	Paul	vault	caucus	saucer		
daub	gauze	pause	vaunt	faucet	sausage		
caught	taught	fraught	daughter	haughty	naughty	naught	
ball	fall	hall	pall	stall	wall		
call	gall	mall	small	tall	thrall		
balk	calk	chalk	stalk	talk			
bald	scald	Alden	alder	Aldrich	Malden	Spalding	
malt	Galt	halt	salt	waltz			

Seat Work or Blackboard Spelling: Exercise 3.— Give each pupil an initial letter square. He is to write in a column upon the blackboard, or on paper at his seat, words that have the initial he holds. Pupils should be allowed to step quietly to the Charts and form the word with the letter square if they find it necessary.

Written Spelling.—

Long and gray,
The willows sway.

Rhyme study before dictation :

1. *Rhyming Games.*— Find rhymes for

long gray willows and

2. *Hidden Words.*—

<i>long</i>	<i>gray</i>	<i>sway</i>		<i>willows</i>	
log	gay	say	saw	will	sill
on	ray	way	as	wow	swill
go	rag	was		ill	slow

3. *Pi Game*.—

yswa (sway) ryag (gray) ognl (long) lwilsow (willows)

4. *Good Hunting*.— Find

1. One seven-letter word
2. Two three-letter words
3. Three four-letter words
4. A word that has double letters
5. A color
6. Trees

5. *Picture*.— Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise.—

A farmer went trotting
Upon his gray mare,
Bumpety, bumpety, bump!
With his daughter behind him,
So rosy and fair,
Lumpety, lumpety, lump.

Sound the words and read the rhyme. Work for rhythm, clear enunciation, free, flexible, pleasant tones. Find the accented or stressed words and syllables. Find the rhyming words.

LESSON 75.— WHEN *ar* IS PRECEDED BY *w*

A in *ar* when preceded by *w* usually has the sound of broad *a*, which is identical with the sound of *o* in *or*.

Recall the fact that *w* is one of the three powerful letters. Review the effect of *w* upon a following *a* by reviewing the drills of Lesson 62 of the First Reader : wab wad wam wap, etc. Here *a* has the sound of short *o* and the combinations are pronounced : *wob*, *wod*, *wom*, *wop*. Extend the

drill to include *ar* on Phonic Chart No. 3. Hold the letter square *w* in place to form war; touch at the same time *or* with the pointer to show the sound to be given to *war*. Keep this effect of *w* on *ar* in constant review by forming the combination *war* in each daily Chart drill.

Words that contain *war* are:

ward	warn	wart	warmth
warm	warp	dwarf	warble

Play the game of "Catchers" by including *w* with other initials to be placed before *ar*. The pupils sound as the cards are placed.

Ex. — car tar ear scar war

Include *w* among the initials used in the oral spelling drill.

Seat Work or Blackboard Spelling.—Continue the work of the previous lesson.

Written Spelling.—

Hark, hark,
The dogs do bark.

Rhyme study before dictation:

1. *Rhyming Game.*—Find rhymes for

hark dogs do

2. *Hidden Words.*—

<i>hark</i>	<i>bark</i>	<i>dogs</i>
ark	ark	do
ah	bar	god
		sod
		so

3. *Pi Game.*—

krah (hark) sgdo (dogs) brak (bark)

4. *Good Hunting.* — Find

1. Three four-letter words
2. Two words that contain *a*
3. Two words that contain *o*
4. Two words that end with a vowel
5. Animals
6. A noise

5. *Picture.* — Copy and illustrate the rhyme.
Dictate the rhyme.

Enunciation Exercise. —

A coal black crow sat on an oak,
Fol-de-riddle, lol-de-riddle, hi-ding-do,
Watching a tailor shape his cloak,
Fol-de-riddle, lol-de-riddle, hi-ding-do.

Sound the words and read the rhyme. Find the rhyming words. Get the swing of the rhythm by accenting the words *crow, oak, tailor, cloak*, and the syllables *fol, lol, hi, do*. Work for clear enunciation.

LESSON 76. — WHEN *or* IS PRECEDED BY *w*

Or when preceded by *w* usually has the sound of *ur*.

Review the drill of the previous lesson. Extend the drill to include wor. Tell the fact that *w* in this position changes the sound of *or* to that of *ur*. Sound: 1, *or*; 2, wor (*wur*). Point to *ur* as the initial is placed and the sound is given so that the eye may help the ear. Write words that contain *wor* on the blackboard to be sounded:

word	work	worse	worry	worship
worm	world	worth	worthy	

Keep this sound of *wor* in constant review by including it in the daily review Chart drill.

Oral Spelling. Exercise 4.—Present the letter square

e

 e.

Final *e* or the letter on the left edge of the card is to be placed as in the phonic drill after families that contain a single vowel followed by a single consonant. In this exercise the entire word is not formed.

Ex.—ade, ine, obe, ute, are.

The child supplies the initial as he places the card, pronounces, and spells his word. Examples of words that may be spelled are : *fade, twine, robe, flute, care.*

Seat Work.—Give each child a family name. He is to write six words that contain it in a column on the blackboard or upon paper at his seat. When this is done, he is ready to exchange his phonogram with another pupil and write six more words containing the new family name.

Written Spelling.—

Twinkle, twinkle, little star,
How I wonder what you are!

Rhyme study before dictation :

1. *Rhyming Game.*—Find rhymes for

star how you what

Show that rhyme appeals to the ear and that *not* may rhyme with *what*.

2. *Hidden Words.*—

<i>twinkle</i>				<i>wonder</i>		
twin	wine	ink	let	won	no	done
twine	welt	net	lit	wed	nod	drew
tile	wet	new	lie	wore	nor	red
tin	went	Nile	link	wen	now	rod
tie	wink	kin	line	on	do	rode
win	in	kit	lint	one	Don	row
wit	it	kite	lent	or	dew	

3. *Pi Game.*—

lentikw (twinkle) ondwer (wonder) ttllie (little)

4. *Good Hunting.*— Find

1. Three two-syllable words
2. Two four-letter words
3. Three three-letter words
4. Words that contain two vowels
5. Three words that contain *o*
6. Something seen at night

5. *Picture.*— Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise.—

There was an old woman who rode on a broom,
 With a high gee ho, gee humble;
 And she took her old cat behind for a groom,
 With a bimble, bamble, bumble.

Sound the words and read the rhyme. Find the rhyming words. Find the important words and get the swing of the rhythm and appreciation of the nonsense. Let the pupils draw a picture to illustrate.

LESSON 77.—THE SUFFIX *es*

When the suffix *es* follows a buzzing sound, a syllable is added to the word, otherwise a syllable is not added.

Write the following words in a column on the blackboard :

face	change	badge	class	box	nose
cage	dance	watch	branch	wash	buzz

Make a second column of the following words :

smile	paste	wipe	fire	cake	joke
ride	bathe	flame	cube	pine	shore

Pronounce the words of the first column slowly, calling the attention of the class to the buzzing or hissing sound at the end of each word. Hold the letter square containing the suffix *es* in place as each word of this column is sounded by the pupils. (Cover final *e* with the *e* of the suffix.) Note that the suffix adds a syllable to each word.

Ex. — fac[es] watch[es] nos[es] cages[es] washes[es]

Pronounce the words of the second column slowly to discover, if possible, a buzzing sound at the end of a word. Make the pupils quite certain that no such sound is heard. Hold *es* in place as each word is sounded and discussed,—no buzzing sound ends the word and no syllable is added.

Ex. — smiles[es] rides[es] jokes[es] shores[es] cubes[es]

Place all the initial letter squares in a row on the blackboard ledge and have a hunt for buzzing or hissing sounds. Help the pupils to decide on *c* and *g* when before *e*, *s*, *x*, *z*, *sh*, *ch*. Find families on the Charts in which these phonograms are final letters, and give drill using the letter square *es*.

Ex. — ashes[es] esh[es] ish[es] osh[es] ushes[es]

Add final *e* to families in the line of phonograms beginning with *ag* before placing *es*; as ag[e], ag[es]. Cover final *k* in the line beginning *ack*, and final *h* in the line beginning *anch*, with final *e* letter square before placing *es*; as, ac[e], ac[es]; anc[e], anc[es].

In the chart drill use only those families in each line that appear in words familiar to the pupil. At intervals, as the drill proceeds, ask a pupil to tell the word he thinks of. Drill across the Charts on lines that begin with

<i>ag</i> to form <i>ages</i> , etc.	<i>anch</i> to form <i>anches</i> , etc.
<i>ash</i> to form <i>ashes</i> , etc.	<i>anch</i> to form <i>ances</i> , etc.
<i>ack</i> to form <i>aces</i> , etc.	<i>ass</i> to form <i>asses</i> , etc.
<i>ang</i> to form <i>anges</i> , etc.	<i>ass</i> to form <i>ases</i> , etc.
<i>atch</i> to form <i>atches</i> , etc.	<i>ax</i> to form <i>axes</i> , etc.
<i>adge</i> to form <i>adges</i> , etc.	<i>zzle</i> to form <i>azes</i> , etc.

Drill rapidly and accurately. Train the pupils to see, to think, and to enunciate clearly.

Extend the drill to include families that do not end with a buzzing sound, to which final *es* does not add a syllable. These families are in the lines that begin with the following phonograms.

Drill :

<i>ab</i> to form <i>abes</i> , etc.	<i>at</i> to form <i>ates</i> , etc.
<i>ad</i> to form <i>ades</i> , etc.	<i>all</i> to form <i>ales</i> , etc.
<i>am</i> to form <i>ames</i> , etc.	<i>ath</i> to form <i>athes</i> , etc.
<i>ap</i> to form <i>apes</i> , etc.	<i>ar</i> to form <i>ares</i> , etc.
<i>an</i> to form <i>anes</i> , etc.	

Have a hunting game in the readers to find words that contain final *es*. Each pupil writes the words he finds upon the blackboard and sounds them. Or, after the words are written the pupils change places at the board before the words are sounded.

In the oral spelling drill, spell words containing final *e*, as in the previous lesson.

Seat Work.—Hectograph upon manila card words that the pupils can sound. Cut into single word cards. Give each child a large handful. Write short sentences upon the blackboard.

- Ex.*—(1) I can run.
 (2) I like my baby sister.
 (3) My cat likes to jump.

Pupils build these sentences on the desk with word cards.

This is an opportunity for original language work. For example, the child cannot find the word *sister* among the cards on his desk with which to complete the second sentence. The teacher suggests that another word could be used. The child selects *brother*. His sentence reads: *I like my baby brother*. Or, in building the third sentence he fails to find *likes* among his cards. When the teacher suggests using another word, he finds *tries*, and completes the sentence: *My cat tries to jump*.

Before the end of the year, the pupil will readily build original sentences without aid or suggestion from the teacher.

Written Spelling.—

Little Jack Horner
Sat in a corner.

Rhyme study before dictation:

1. *Rhyming Game.*— Find rhymes for

Jack sat in

Find words that contain *or*.

2. *Hidden Words.*—

<i>little</i>		<i>Horner</i>		<i>corner</i>	
lit	till	horn	on	corn	on
lie	tell	her	one	core	one
it	tile	hen	no	cone	no
ill	tilt	hoe	nor	Coe	nor
tie	title	or		or	

3. *Pi Game.*—

nocrer (corner)	orhren (Horner)
kajc (Jack)	tlitle (little)

4. *Good Hunting.*— Find

1. A word that ends with a vowel
2. Three two-syllable words
3. Two words that contain *i*

4. Two words that contain *o*
5. Two words that contain *a*
6. A boy's name
7. Part of a room

5. *Picture*. — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. —

Poor old Robinson Crusoe!
 Poor old Robinson Crusoe!
 They made him a coat,
 Of an old nanny goat,
 I wonder how they could do so!
 With a ring a ting tang;
 And a ring a ting tang,
 Poor old Robinson Crusoe!

Sound the words and read the rhyme. Find the rhyming words. Find the important words; feel and enjoy the rhythm. Work for enunciation and sympathetic tones.

LESSON 78. — WHEN **ear** IS LIKE **er**

Ear is often like *er*.

Write the familiar words *heard*, *earth* on the blackboard to be pronounced. Add to these *earn*, *learn*, *early*, *pearl*, *pearly*, *yearn*, *earnest*, *searched*. Lead the pupils to note that *er* is heard in each word and that it is represented by *ear*. The words are practically sight words, but the phonic grouping helps the memory with regard to pronunciation and spelling. When these words appear in the reading, the context helps in recognition.

Oral Spelling. Exercise 5. — Present ing. Exclude from this exercise the families on the first half of Phonic Chart No. 1, containing a single vowel followed by a single consonant. The

first child takes the card, places it after a family ending in two consonants or containing two vowels, pronounces, and spells his word. For example, *anding* will suggest *standing*, *landing*, etc.; *icking* will suggest *picking*, *ticking*, etc.; *ailing* will suggest *failing*, *mailing*, etc. The same family should not be used twice in an exercise.

Seat Work.—1. Continue the work of the previous lesson.

2. Write the words *earth*, *learn*, *early*, *pearl*, on the black-board. Pupils are to make sentences that contain these words, using the word cards.

Written Spelling.—

Rain, rain, go away,
Come again another day.

Rhyme study before dictation:

1. *Rhyming Game.*— Find rhymes for

rain away go another

2. *Hidden Words.*—

<i>rain</i>	<i>again</i>		<i>another</i>		
in	gain	an	net	ton	eat
ran	in	at	on	than	ear
	nag	art	or	then	ran
	gin	ant	other	her	rat
		not	to	hat	rot
		nor	tan	hot	
		north	tar	hen	

3. *Pi Game.*—

nira (rain) yawa (away) nagia (again) tonahre (another)

4. *Good Hunting.*— Find

1. Two two-syllable words
2. A three-syllable word
3. A word that ends with a vowel

4. Words that contain two vowels
5. Words that contain three vowels
6. Five words that contain *a*

5. *Picture*. — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. —

Riddle-me, riddle-me, riddle-me, ree,
Perhaps you can tell what this riddle may be:
As deep as a house, as round as a cup,
And all the King's horses can't pull it up.

Sound the words and read the rhyme. Find the rhyming words. The answer to the riddle is *a well*. Find the important words and read again to note the rhythm.

LESSON 79. — WHEN *ear* IS LIKE *are* IN *care*

In a few words *ear* has the sound of *ere* or of *are* in *care*. These words are *wear*, *swear*, *bear*, *tear*, *pear*. Since the phonogram takes one of the sounds of *a*, refer to *ea* on Equivalent Chart No. 1 when the pupil is not sure which sound of *ea* to give to the word. In time he will make the association himself, testing the phonogram with the sounds of *e* and *a* and choosing the one that makes sense with the context as he reads. Sound the words of the lesson and use them in oral sentences.

Oral Spelling. Exercise 6. — Use ed in the same way with the same restriction as to families as ing was used in the previous lesson. Examples of words that may be spelled are: *hunted*, *watched*, *smelled*, *pulled*, *crowded*, etc.

Seat Work. — Use the words *wear*, *bear*, *tear*, *pear* in sentences made with the word cards.

Written Spelling.—

The waters run
In shade and sun.

Rhyme study before dictation :

1. *Rhyming Game.*— Find rhymes for
run and shade in

2. *Hidden Words.*—

<i>shade</i>		<i>waters</i>			
shad	has	was	are	tares	rest
shed	as	ware	as	tears	seat
she	ash	war	at	eat	sew
sea	dash	wart	art	ear	saw
sad		wear	awe	raw	star
had		swear	aster	rate	stew
head		ate	tar	rat	straw

3. *Pi Game.*—

streaw (waters) sdeah (shade) nur (run) uns (sun)

4. *Good Hunting.*— Find

1. A two-syllable word
2. Two words that end with a vowel
3. Rhyming words
4. Words that contain two vowels
5. Something to drink
6. A pleasant place on sunny days

5. *Picture.*— Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise.—

Daffy-down-dilly has come up to town,
In a yellow petticoat and a green gown.

Sound the words and read the rhyme. Find the rhyming words. Try to find the meaning of the rhyme. Illustrate it by a picture of a daffodil.

LESSON 80.— WHEN **ough** IS LIKE **augh**

Ough before *t* has the sound of *augh*, or the sound of broad *a*. In preparation for this lesson separate the letter squares *b*, *f*, *s*, *br*, *c*, *t*, *n*, *fr*, *d* from the remainder of the pack.

Find the word *thought* on Phonic Chart No. 3. Tell the sound of *ought* and have the word sounded. Cover *th* with successive initials to make familiar words, as *bought*, *fought*, etc. Have the words sounded and used in oral sentences. At the same time include *aught*, on the same Chart, in the drill by forming *caught*, *taught*, etc. Lead the pupils to see that the new phonogram *ought* is identical in sound with the familiar *aught*. Associate these phonograms in the drill and make the memory of one sound help in the recognition of the other:

	aught		ought
<input type="text"/>	caught	<input type="text"/>	bought
<input type="text"/>	taught	<input type="text"/>	fought
<input type="text"/>	naught	<input type="text"/>	sought
<input type="text"/>	fraught	<input type="text"/>	brought
<input type="text"/>	daughter		

Play a listening game in which a pupil closes his eyes while one of these words is sounded. He is to decide which family name was used to make the word. Call for volunteer spellers.

Oral Spelling. Exercise 7.— Use er in the same way with the same restriction as to families as ing was used in a previous lesson. Examples of words that may be spelled by the pupil are : *watcher*, *miller*, *older*, *boiler*, etc.

Seat Work.— Find ten words in the reader that contain double letters.

Written Spelling. —

Gay go up and gay go down,
To ring the bells of London town.

Rhyme study before dictation:

1. *Rhyming Game.* — Find rhymes for

gay down ring bells

2. *Hidden Words.* —

<i>ring</i>	<i>down</i>	<i>town</i>	<i>London</i>
rig	do	to not	lo do
in	Don	tow now	loon Don
grin	own	ton	on
gin	won	on	old
	no	own	no
	nod	won	nod
	now	no	noon
	on		

3. *Pi Game.* —

slebl (bells) wotn (town) oonndL (London) grni (ring)

4. *Good Hunting.* — Find

- | | |
|------------------------------|----------------------------|
| 1. A six-letter word | 5. Something made of metal |
| 2. A five-letter word | 6. Something to be heard |
| 3. Three four-letter words | 7. Where people live |
| 4. Three three-letter words. | |

5. *Picture.* — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. —

Hogs in the garden, catch 'em, Towser;
Cows in the corn-field, run, boys, run;
Cats in the cream-pot, run, girls, run, girls;
Fire on the mountains, run, boys, run.

Sound the words and read the rhyme. Find the important words. Do not fail to enjoy the breezy rhythm.

LESSON 81. — WORDS IN WHICH **ough** IS THE FINAL
PHONOGRAM

Separate the letter squares *d, b, r, t, pl, sl, tr* into a pack by themselves for use in this drill. Include *c* with these phonograms. Do not destroy the unity of the pack *c, sc, g* to do this. Place the letter square *c* as the outside card of the pack where it is convenient for use in this drill to form *cough*.

Ough has a variety of sounds when it is a final phonogram. These sounds are easily remembered by means of the following word drill. *The words used are unphonetic sight words.* When grouped as in this lesson in repeated drills in which the meaning and use of each word is associated with its form, eye and ear aid in the memory of both pronunciation and spelling.

Drill from Phonic Chart No. 3 upon *though* and *through*. Cover the initial letters of *though* with successive initial letter squares to form words ending in *ough*. At first, tell the pupil something of the meaning of each word as it is formed and sounded:

Mother makes bread of dough.

The bird sits on a bough.

When we have a cold, we cough.

Things that are not smooth are rough.

Meat that is not tender is tough.

The farmer uses a plough.

A miry place in the road is a slough. (slou)

Caterpillars cast off or slough their skins. (sluff)

The horse drinks from a trough. (tröf)

In the oral spelling drill use the initials set apart for the drills of this lesson. Drill from all the Charts, but encourage the spelling of the words just presented.

Seat Work.— Find words in the readers that contain *ea*. Make a game of the exercise by calling it a race. The five winners are those who have the five longest lists.

Written Spelling. —

Twenty froggies went to school
Down beside a rushy pool.

Rhyme study before dictation:

1. *Rhyming Game.* — Find rhymes for

down beside went school

2. *Hidden Words.* —

<i>twenty</i>		<i>froggies</i>		<i>beside</i>	
ten	frog	fore	if	be	die
tent	fog	fig	ire	bees	is
went	for	fries	sir	bed	
wet	fro	of	sire	bid	
wen	forge	go		seed	
yet	fir	goes		side	
yew	fie	gore		dies	

3. *Pi Game.*—

gorgiefs (froggies) dieseb (beside) oshloc (school)

4. *Good Hunting.*— Find

1. Words that contain double letters
2. Words that contain three vowels
3. Three six-letter words
4. Two words that contain *r*
5. Something alive
6. Where rushes grow
7. Where children go

5. *Picture*.— Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise.—

Have you ever heard of Billy Pringle's pig?
It was very little and not very big.
When it was alive, it lived in clover;
But now it's dead, and that's all over.
Billy Pringle he lay down and died,
Betsey Pringle she sat down and cried.
So there's an end of all the three,
Billy Pringle, Betsey Pringle, and Piggy Wiggee.

Sound the words and read the rhyme. Find the rhyming words. Read again to bring out the important words and the little touch of pathos. Work for clear enunciation of final syllables.

LESSON 82. — THE SOUND OF *qu*

Q has the sound of *k*. (See Picture Chart *c k q* of Primer Lessons, page 58.) It is always followed by *u*. *Qu* is usually pronounced *kw* when initial; when not initial, *u* in *qu* is often silent.

Words that contain the initial sound of *qu* are:—

quack	square	squeak	quiver	squirrel	quibble	
quake	squelch	squeal	squint	quit	quiet	
quaver	Quentin	squeeze	squirt	quiz	quite	
quaff	quell	queen	squib	quill	quire	
quaint	quench	queer	squid	quilt	squire	
quail	quest	quince	liquid	quick	require	
quart	quartz	squawk	squall	squaw	quarter	
squab	squat	quash	quadrant	quantity	quarry	squalid
squad	squash	squabble	squander	quarrel	quality	

U is silent in the following:

conquer	lacquer	opaque	mosquito	masquerade
liquor	parquet	mosque	grotesque	picturesque

Give drill from the Phonic Charts using the letter square *qu*.
Seat Work. — Write or make with letters words that contain *ee*. Look for these words in the reader.

Written Spelling. —

Hickory, dickory, dock,
 The mouse ran up the clock.

Rhyme study before dictation:

1. *Rhyming Game.* — Find rhymes for

clock mouse ran

2. *Hidden Words.* —

<i>clock</i>	<i>mouse</i>		<i>dickory</i>		
cock	me	sum	Dick	cork	rick
lock	muse	some	dirk	cod	rock
lo	us		dry	cry	rid
	use		dory	or	rod
			cord	Roy	York

3. *Pi Game.* —

croykih (hickory) emsou (mouse) oelke (clock) nra (ran)

4. *Good Hunting.* — Find

- | | |
|----------------------------------|-----------------------------|
| 1. Two seven-letter words | 4. Two three-syllable words |
| 2. Two five-letter words | 5. A nut tree |
| 3. Words that contain two vowels | 6. An animal |
| 7. Something that has wheels | |

5. *Picture.* — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. —

One misty, moisty morning,
 When cloudy was the weather,
 I chanced to meet an old man clothed all in leather,
 He began to compliment, and I began to grin,
 How do you do? and how do you do?
 And how do you do again?

Sound the words and read the rhyme. Find the rhyming words. Help the pupils to get the charm of the sound in "misty, moisty" and the full effect of the rhythm. Illustrate the rhyme.

LESSON 83.— WORDS IN WHICH **mb** IS THE FINAL
PHONOGRAM

B after *m* is silent in monosyllables.

Write the familiar word *lamb* on the blackboard to be sounded, and the fact that *b* is silent will be discovered. Write *crumb*, *dumb*, *limb*, *bomb*, etc., on the board and lead the pupils to see that *b* is silent in each word and that in each case it stands after *m*.

Drill from Phonic Chart No. 3.— Cover *u* in *umb* with the letter square *a* to form amb; with *i* to form imb, to be sounded *ĩmb* or *ĩmb*; with *o* to form omb, to be sounded *õmb* or *õmb*. As each combination is formed and sounded, help the pupils by suggestions to think of words in which these sounds are heard. Include the Chart drill as given above in the daily review drills. Encourage the use of *amb*, *imb*, *omb*, *umb* in oral spelling from the Charts. Words that will be formed in the drill are :

jamb	climb	comb	crumb	numb	thumb	lambkin
lamb	limb	bomb	dumb	plumb	Thumbkin	

B is not silent when it stands after *m* in two-syllable words; as, *ember*, *number*, *timber*, *tumble*, etc. In these words *b* is used as the initial letter of the second syllable.

Oral Spelling. Game No. 2. Word Chain.— Play the Chain Game on the Charts. The pupils spell in turn from the Chart. Each new word begins with the last letter of the previous word. Each child touches the family name upon the Chart

that he intends to use in spelling his word. For example :

The first child touches *ind* and spells *grind*.

The second child touches *ish* and spells *dish*.

The third child touches *at* and spells *hat*.

This game calls for quick thinking and clear, mental word pictures.

Seat Work. — Pupils play the Chain Game with letters. See that each pupil starts with a different word.

Written Spelling. —

What does little birdie say
In her nest at peep of day?

Rhyme study before dictation:

1. *Rhyming Game.* — Find rhymes for

say nest peep in

2. *Hidden Words.* —

<i>does</i>	<i>nest</i>	<i>what</i>		<i>birdie</i>	
do	net	hat	bird	ire	ride
doe	set	at	bid	die	red
so	ten		bed	rid	
sod			be	rib	

3. *Pi Game.* —

driieb (birdie) sedo (does) tsne (nest) htwa (what)

4. *Good Hunting.* — Find

- Four four-letter words
- Three three-letter words
- Two two-syllable words
- Words that contain two vowels
- Something that has wings
- A little home
- Early in the morning
- Picture.* — Copy and illustrate the rhyme.
Dictate the rhyme.

Enunciation Exercise. —

I had a little nut tree, nothing would it bear
 But a silver nutmeg and a golden pear.
 The King of Spain's daughter came to visit me,
 And all was because of my little nut tree.
 I skipped over water, I danced over sea,
 And all the birds of the air, they couldn't catch me.

Sound the words and read the rhyme. Help the pupils to enjoy the music of "a silver nutmeg, and a golden pear, King of Spain's daughter, danced over sea," etc. Work for distinct enunciation of final consonants.

LESSON 84. — THE ENDINGS *ften, sten, stle*

T is silent in the endings *ften, sten, stle*.

Use the vowel letter squares with these endings on Phonic Chart No. 3, to form often, asten, isten, astle, estle, istle, ostle, ustle. As the combinations are formed ask for words in which the sounds are heard :

often	fasten	christen	hasten	moisten
soften	listen	glisten	chasten	
castle	trestle	gristle	mistletoe	jostle rustle
nestle	bristle	thistle	apostle	bustle
pestle	epistle	whistle	throstle	hustle

Encourage the use of these phonograms in oral spelling from the Charts.

Oral Spelling. Exercise 8. — Present the vowel letter square e e. Direct the child to place it before one of the families *ed*, *em*, *ep*, *en*, *et*, *er*, to form eed, eem, eep, een, eet, eeer, and spell the word he thinks of. Examples of words that may be spelled are: *need, seem, peep, seen, beet, cheer*.

Seat Work.—Present the term *consonant* and the fact that letters not vowels are consonants. Write words containing double consonants on the board to be written or made with letters. Each pupil is to supplement the list by words from the reader that contain double consonants.

Ex.—wagging setting winning hopping drumming

Written Spelling.—

Six little mice sat down to spin,
Pussy passed by, and she peeped in.

Rhyme study before dictation:

1. *Rhyming Game.*—Find rhymes for

six mice pass by down

2. *Hidden Words.*—

<i>mice</i>	<i>spin</i>	<i>passed</i>	<i>down</i>
me	pin	pass sad	do now
ice	sin	pad aped	Don nod
	nip	peas	on
	is	as	won
	in	sap	no

3. *Pi Game.*—

pseasd (passed) eepdp (peeped) spyus (pussy) pnsi (spin)

4. *Good Hunting.*—Find

1. All words that contain *i*
2. All words that contain *p*
3. Three six-letter words
4. Three four-letter words
5. A number
6. Timid animals
7. An animal that hunts at night
8. Something a spider does

5. *Picture*. — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. —

Thumbikin, Thumbikin, broke the barn,
Pinnikin, Pinnikin, stole the corn,
Long-backed Gray
Carried it away.
Old Mid-man sat and saw.
But Peesy-weesy paid for a'. (all)

This is a finger-play nursery rhyme of Scotland. Sound the words and read the rhyme. Note how the ending "ikin" helps to make the rhythm effective.

LESSON 85. — THE SOUND OF *ph*

Ph has the sound of *f*. (The exception is *Stephen*, in which *ph* has the sound of *v*.)

Ask for the spelling of the following words; pronounce them very slowly, separating the syllables by a pause: *Philip, orphan, camphor, Ralph*. If the form of the word is unfamiliar and the pupil spells by sound, he will make use of the letter *f*. Write each word on the blackboard as it is spelled to show that the sound of *f* is represented by *ph*. Write other familiar words from the list:

phase	graphic	zephyr	siphon	nymph	phonic	trophy
phrase	phantom	seraph	cipher	lymph	gopher	photograph
caliph	pamphlet	pheasant	sphinx	hyphen	dolphin	Christopher
phalanx	sphere	elephant	syph	physics	prophet	triumph

Oral Spelling. Exercise 9. — Present the vowel letter square

e	e
---	---

. Direct the child to place it before one of the families *ad*, *am*, *ap*, *an*, *at*, *ash*, *ar*, *ath*, *ave*, to form *ead*, *eam*, *eap*, *ean*, *eat*, *eash*, *ear*, and spell the word he thinks of. Examples of words that may be spelled are: *read*, *seam*, *heap*, *clean*, *heat*, *leash*,

clear, breath, weave. No confusion need arise concerning words that have the same vowel sound but different spelling. If, for example, the pupil decides to form *ee* and announces his intention to spell *heap*, the teacher should say, "Heap is not spelled with *ee*." She should place the letter square before *ap* to form

eap and require the child to spell the word correctly. Require each child to use his word in a sentence before he spells it, in order to be sure that he knows how to use homonyms.

Seat Work.—Pupils write all the *ee* and *ea* words they can find between a given number of reader pages. The two phonograms should be written in separate columns.

Written Spelling.—

Over the hills and a great way off,
The wind will blow my top-knot off.

Rhyme study before dictation :

1. *Rhyming Game.*—Find rhymes for

over great blow way knot

2. *Hidden Words.*—

<i>blow</i>	<i>wind</i>	<i>top-knot</i>	<i>great</i>				
bow	win	top	on	get	rate	art	tea
low	in	tot	pot	grate	rat	are	tar
	din	ton	not	gate	rag	ate	tag
		Otto	toot	rage	ear	age	tear
					eat	at	tare

3. *Pi Game.*—

shlil (hills) traeg (great) dinw (wind) revo (over)

4. *Good Hunting.*—Find

1. Words that contain double consonants
2. Words that begin with a vowel
3. Words that contain *o*

4. Words that contain *i*
5. Something that can't be seen
6. High places

5. *Picture*. — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. —

Intery, mintery, cutery-corn
 Apple seed and apple thorn;
 Wire, brier, limber-lock,
 Five geese in a flock,
 Sit and sing by a spring,
 O-U-T, out goes he.

Sound the words and read the rhyme. Insist on distinct enunciation of final syllables. Encourage the use of the rhyme in counting-out games.

LESSON 86. — THE ENDINGS *tion* AND *sion*

Tion is pronounced *shun*, except when it is preceded by *s* or *x*.

Sion is pronounced *shun* when it is preceded by a consonant.

When it is preceded by a vowel, it is pronounced *zhun*.

Ex. — attention, question, mission, occasion.

The fact that *tion* is like *chun* after *s* or *x*, and that *sion* is like *shun*, when preceded by a consonant, need not be emphasized at this time. The correct pronunciation in these cases will usually be given unconsciously.

Write *tion* and *sion* on the blackboard. Tell the pupils that *o* in both phonograms "is playing" or has the sound of *ũ*. Tell them that *ti* has the sound of *sh*, and that *si* has the sound of *zh* when it follows a vowel. Complete the equation,

tion = *shun*

sion = *zhun*

Drill from Phonic Chart No. 3. Place vowel letter squares before these endings and drill to show that when a vowel (except *i*) immediately precedes these endings it tells its name.

Example :

<i>ation</i> as in <i>station</i>	<i>asion</i> as in <i>occasion</i>
<i>etion</i> as in <i>secretion</i>	<i>esion</i> as in <i>cohesion</i>
<i>otion</i> as in <i>motion</i>	<i>osion</i> as in <i>explosion</i>
<i>ution</i> as in <i>solution</i>	<i>usion</i> as in <i>confusion</i>
<i>ition</i> as in <i>addition</i>	<i>ision</i> as in <i>division</i>

Call for the words that contain *ation*. Pupils will give *nation*, *station*, *relation*, etc. Write the words on the black-board to be sounded. Call for words containing the other phonograms of the drill. If necessary, make suggestions for words, as *promotion*, *multiplication*, *explosion*. Try to drill upon words with which the pupil has some association. Keep the phonic principle in mind by frequent repetitions of the drill from the Charts so that he may be prepared to solve word problems that include it as his vocabulary enlarges to include them. Additional words that illustrate the drill are :

action	subtraction	direction	condition	suction
fraction	attention	collection	friction	introduction
attraction	intention	affection	position	instruction
contraction	mention	addition	adoption	production
nation	relation	invitation	decoration	notion
ration	vexation	foundation	declaration	revolution
vocation	plantation	education	emotion	
mansion	compassion	expression	dismissal	compulsion
passion	confession	mission	permission	
session	possession	tension	excursion	
abrasion	collision	vision	infusion	
invasion	division	corrosion	conclusion	
adhesion	precision	allusion	delusion	

Oral Spelling. Exercise 10.—Review the phonic drill on *bble*, *ddle*, etc., Phonic Chart No. 3, by holding vowel letter squares in place to form *abble*, *addle*, etc. Call for words in which these sounds are heard. As each word is given, ask the child to spell it, and write the word as it is spelled. Note the sound of the vowel and whether or not it is followed by double consonants. For example, the child sounds addle. He says it makes him think of *paddle*; he spells *paddle*. In answer to questions, the child states that *a* says *ā* in the word. Because it says *ā*, he knows that there are two *d*'s in the word. When adle is shown, the word it suggests, for example, *cradle*, is spelled and written upon the board. The pupils note that *a* says *ā* and that there is but one *d* after *a*.

Spell in this way first a long vowel word, then a short vowel word to impress the fact that the double consonant keeps the preceding vowel from telling its name. Words may be grouped:

dabble	paddle	whiffle	struggle
cable	cradle	rifle	bugle
dapple	little	settle	gobble
maple	title	beetle	noble
babble	nibble	peddle	goggle
table	Bible	needle	ogle

Study of the Word List, Sections 290–299, will reveal other possible groupings.

Written Spelling.—

Little Jack Frost went up the hill,
Watching the stars and the moon so still.

Rhyme study before dictation:

1. *Rhyming Game.*—Find rhymes for

Jack hill frost stars moon

2 *Hidden Words.*—*went**watching*

wen	watch	wig	tag	cat	hag
wet	wing	what	tin	caw	hit
net	wait	whin	twin	chin	hint
new	want	whig	twig	chain	in
ten	wan	at	thin	chat	it
	win	an	than	hang	Nat
	wit	tan	thaw	hat	gnaw

3. *Pi Game.*—

chawtgin (watching) tnew (went) storf (frost) sarst (stars)

4. *Good Hunting.*— Find

1. An eight-letter word
2. Four four-letter words
3. Double-letter words
4. A boy's name
5. Something that comes in winter
6. High places
7. Not noisy
8. Seen at night

5. *Picture.*— Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise.—

Hickery, dickery, six and seven,
 Alabone, crackabone, ten and eleven,
 Spin span muskidan;
 Twiddleum twaddleum, twenty-one.

Sound the words and read the rhyme with attention to enunciation and rhythm. This could be used as a counting-out rhyme in games.

LESSON 87. — THE ENDING *ous*

The ending *ous* is pronounced *ûs*.

Illustrate the fact by writing words with which the pupils have some associations on the blackboard ; as, *famous, glorious, joyous, generous, industrious, victorious, hideous, jealous, wondrous*. These words are to be sounded and used in sentences. Tell the sound of *ous* as the drill begins. Keep the fact in constant review by including *ous* in the drill on endings from the Chart No. 3.

Oral Spelling. Exercise 11.—Present letter square ing. Use in this drill families containing one vowel followed by a single consonant. Ex.—*ab, in, op, un, ir*, etc. The first pupil places ing after *it* on Phonic Chart No. 1, and says he will spell *hitting*. The teacher asks him what *i* says in his word. The pupil notes that it says *î* and says that he will put two *t*'s in the word in order to make the vowel sound right. He shifts ing slightly to the right of *it* to leave space for the added *t*, thus: *it* ing. Each child in turn takes the card and spells the word he thinks of, using a single or double consonant as he wishes to make the vowel sound long or short. Frequently each child spells two words, as: *padding, fading, hopping, hoping*. The drill should appeal to the pupils as a game. It should be brisk and animated. Words that may be spelled in this exercise are found in the Word List, Sections 354, 357.

Use *ed* and *er* in similar drills.

Seat Work.—Review a previous exercise.

Written Spelling.—

The Queen of Hearts,
She made some tarts.

Rhyme study before dictation :

1. *Rhyming Game*. — Find rhymes for
 queen hearts made she

2. *Hidden Words*. —

<i>tarts</i>			<i>hearts</i>		
tar	he	her	ah	rat	sea
art	hear	hart	at	the	sat
rat	heat	hate	ate	tear	set
sat	hat	eat	are	tare	seat
star	has	east	ash	tea	she
	hast	ear	aster	tar	shear
	hare	art	rash		star

3. *Pi Game*. —

dema (made) strat (tarts) reaths (hearts) eunqe (queen)

4. *Good Hunting*. — Find

1. Words that contain two vowels
2. Words that end with a consonant
3. Two four-letter words
4. Two five-letter words
5. A lady
6. Part of the body
7. Something to eat

5. *Picture*. — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. —

One-ery, two-ery
 Ziccary zan;
 Hollow bone, crack a bone,
 Ninery ten;
 Spittery spot,
 It must be done;
 Twiddleum, twaddleum
 Twenty-one.

Stick, stock, stone dead,
Blind man can't see,
Every knave will have a slave,
You or I must be he.

Sound the words and read the rhyme with attention to enunciation and rhythm. This is another counting-out rhyme.

LESSON 88.—ENDINGS IN WHICH *ti* AND *ci* ARE INITIAL LETTERS

In endings when *ti* and *ci* immediately precede a vowel, they have the sound of *sh*.

Ex.—vexatious, initial, gracious, social.

Recall the fact that *ti* in *tion* has the sound of *sh*. Write two columns upon the blackboard, each column containing the phonograms *ous*, *an*, *al*, *ent*, *ence*. Write *ti*, to which the sound *sh* is to be given, before each phonogram in the first column, and write *ci* (sound of *sh*) before each phonogram in the second column :

tious	cious
tian	cian
tial	cial
tient	cient
tience	cience

Sound the phonograms and note that *tious* and *cious* are alike to the ear. The same is true with *tian* and *cian*, *tial* and *cial*, *tient* and *cient*, *tience* and *cience*.

(In words, *ti* when preceded by *s* has the sound of *ch*.)

Transfer the drill to Phonic Chart No. 3. Place vowel letter squares before the endings that are on the Chart and drill to show that when a vowel (except *i*) immediately precedes these endings, it tells its name. Example:

atious as in *vexatious*

acious as in *gracious*

ecious as in *specious*

acial as in *racial*

ocial as in *social*

ucial as in *crucial*

itious as in *ambitious*

icious as in *delicious*

itial as in *initial*

icial as in *official*

ocious as in *ferocious*

ucius as in *Vespucius*

atient as in *patient*

otient as in *quotient*

atience as in *patience*

itian as in *Titian*

ician as in *musician*

icient as in *sufficient*

Exception. — *e* in *precious* and *especial*.

Additional words that illustrate the drill are:

spacious	cautious	partial	Christian	magician
sagacious	fractious	essential	Sebastian	proficient
rapacious	beneficial	reverential	optician	efficient
tenacious	provincial	prudential	logician	deficient
voracious	artificial	providential	politician	conscience
suspicious	financial	substantial	patrician	transient
auspicious	martial	fustian	physician	

Oral Spelling. Game No. 3. Guess. —

1. Teacher says, "I am thinking of a word like make."

Child says, "Is it r-a-k-e, rake?"

Teacher. — "No."

Next child. — "Is it t-a-k-e, take?"

Continue till the word is spelled.

Include exceptions in these exercises.

2. Teacher. — "I am thinking of a word with a-t-c-h in it."

Child. — "Is it m-a-t-c-h, match?"

Teacher. — "No."

Next child. — "Is it h-a-t-c-h, hatch?"

Teacher. — "No."

Third child. — "Is it w-a-t-c-h, watch?"

Teacher. — "Yes."

Exceptions that may be included in this game are : *what, put, push, bush, pint, key, most, post, both, doth*, etc.

Seat Work or Blackboard Spelling. — Each pupil takes a letter square to the blackboard. He writes three words that contain the initial or ending phonogram on his card. Under the direction of the teacher, each pupil as his list is finished changes places with another pupil. He does not take the initial with him to the new place. The second pupil in a place writes three words in addition to those already written, using the same initial or ending phonogram. Each time a pupil changes his position he adds three words to the list in the new place. Do not accept careless work.

When the exercise is done at the desks, the number of words written by each pupil may be increased.

Written Spelling. —

The owl and the eel and the warming-pan,
They went to call on the soap-fat man.

Rhyme study before dictation :

1. *Rhyming Game.* — Find rhymes for

owl call soap went. Words that contain *war*.

2. *Hidden Words.* —

<i>soap-fat</i>			<i>warming-pan</i>			
so	spat	past	war	am	main	gnaw
sop	spot	post	warm	an	ram	grin
sap	stop	fop	warn	arm	ran	grim
sat	oats	tap	warp	arming	rap	grain
soft	as	top	wan	air	raw	gain
sofa	at		wag	mar	rag	paw
			win	man	rain	pain
			wing	map	in	pair
						pang

3. *Pi Game*. —

gamrwin (warming) paso (soap) lacl (call) tewm (went)

4. *Good Hunting*. — Find

- | | |
|--------------------------------------|--------------------------------|
| 1. Three words that contain <i>o</i> | 5. Something used for cleaning |
| 2. Seven words that contain <i>a</i> | 6. Something made of metal |
| 3. Double-letter words | 7. A bird that flies at night |
| 4. A part of meat | 8. A fish |

5. *Picture*. — Copy and illustrate the rhyme.

Dictate the rhyme.

Enunciation Exercise. —

There was a man in our town,
And he was wondrous wise;
He jumped into a bramble bush,
And scratched out both his eyes.
And when he saw his eyes were out,
With all his might and main
He jumped into another bush,
And scratched them in again.

Sound the words and read the rhyme with attention to enunciation and rhythm.

THIRD READER

Through the steady progression of the phonic drill, the child has been made familiar with many language facts. He has learned that *e*, *r*, and *w* are the three powerful letters of the alphabet, and he is prepared to modify vowel and consonant sounds when he sees these letters in certain positions with regard to the other letters of a word. He has learned that derivatives are not formed by adding *d* or *r* to the primitive word, but by adding *ed* or *er*; and he knows that the vowel of the ending covers or displaces final *e* of the primitive. He knows that he must double a single consonant after a single vowel if he is to retain the short vowel in the derivative, etc. By far the greater number of these language facts he uses unconsciously. We might say that he has absorbed the idea through the repetition of the drill rather than that he has consciously stored the fact in memory. In order to obtain lasting impressions of all these facts, they should be kept in constant review.

REVIEWS

Reviews should be systematic and thorough. The phonic lessons and drills of the Manual that precede the lessons of this book should be very familiar to the teacher in order that she may be able to review intelligently the foundation already laid and to enlarge upon it. Pupils of the class who have not had previous phonic training may be brought up to grade and ready to take up new work with the class by means of these

reviews. Pages 20, 88, and 136 of the Manual give summaries of the phonic work covered by the phonic lessons of the first three books of the series.

At least fifteen minutes each day should be given to phonic drills. These will include review chart drills, spelling exercises and games from the Charts, the presentation of new phonic facts, and the sounding of illustrative words from the Reader or from the Word List.

THE CHARTS

For the best results, the three large Charts and the six Equivalent Charts should be kept in full display at all times. So placed they are in position for the drill purposes of the phonic lessons in which words and parts of words are formed by blending phonograms on letter squares with the phonograms on the Charts. They are also in position for reference in the reading lesson in solving word problems that arise; in the spelling lesson for correcting a misapprehension with regard to the formation of words; in the oral language lesson for correcting errors of enunciation arising from defective or illiterate speech; and in the written language lesson when the pupil consults them for the spelling of words that he wishes to use in his exercise.

PHONIC STRIPS

For the convenience of the pupils at their seats in drills and seat work exercises, Chart pages and seven Phonic Strips for use with the Chart pages are included in the Third Reader Book.

WORD PROBLEMS

The pupil knows through the previous phonic drills and word study that a vowel standing before doubled consonants does not tell its name. Show him through the inspection of

many polysyllables that two (not necessarily doubled) or more consonants tend to make a preceding vowel short, or that a vowel in this position does not usually tell its name. This is a general rule and there are many exceptions. If, because of accent or for any other reason, a word does not follow the rule, the teacher should give instant help by telling the correct pronunciation of the doubtful syllable. The pupil should be led to form the habit of word inspection, and he should be required to help himself in the solving of word problems whenever it is in his power to do so.

For example, the word *independence* is to be sounded. The child hesitates over the sound of the second vowel.

The teacher says, "What can we do that will help us to know the sound of *e*?"

Child. — "We must look at the two letters that stand after it. They are *p* and *e*."

Teacher. — "What is *p*? What is *e*?"

Child. — "*P* is a consonant, *e* is a vowel."

Teacher. — "How many consonants follow *e*?"

Child. — "One."

Teacher. — "What does *e* say when there is but one consonant after it?"

Child. — "It tells its name; it says *ē*."

The sound of the third vowel in the word is decided to be *ē* because it is followed by two consonants.

NEW PHONIC FACTS

Our language is a growth. In appearance and sound it has changed with its growth. Many words in common use have become more abbreviated in sound than in spelling; among these are words beginning with or containing *kn*, *gn*, *gu*, *bu*, *wr*, *mn*, silent initial *h*, *ch* like *k*, *ou* like *ō* before *l* or *r*. The first

letter is silent in *kn, gn, wr*; the second letter is silent in *gu, bu, mn*. Many words illustrating these phonograms are in the child's spoken vocabulary. These words have been included in the text of the Third Reader.

The phonic scheme at the head of each lesson instructs when to teach these facts. Drill should be given upon them by means of the Phonic Strips and the Chart pages of the Reader.

CHART SPELLING

Eleven spelling exercises and three spelling games are included in the phonic lessons of the First and Second Readers. Keep these in active review. They are to be found in the Manual:

Exercise 1 on page 125

Exercise 2 on page 135

Exercise 3 on page 164

Exercise 4 on page 168

Exercise 5 on page 173

Exercise 6 on page 175

Exercise 7 on page 177

Exercise 8 on page 185

Exercise 9 on page 187

Exercise 10 on page 191

Exercise 11 on page 193

Game 1 on page 122 — Word Changing

Game 2 on page 183 — Word Chain

Game 3 on page 196 — Guess

Additional spelling exercises are :

Exercise 12. — Present letter square ing. Indicate the families upon Phonic Chart No. 3 that contain final *e*. Direct the pupil to place the ending after any one of these families and

spell the word he thinks of. Each pupil covers or displaces the *e* of the stem by the vowel of the ending. Example:

aking oking aving idging

from which he spells: making, smoking, saving, bridging, fiddling, struggling, whistling, etc.

Include **ed** and **er** in the exercise.

See Word List, Sections 357, 358, 359, for other words.

Exercise 13.— Final *e* on letter square **e e** is placed after *ang, ing, ong, ung, ast, ath, ith, oth*, to form *ange*, *inge*, *onge*, *unge*, *aste*, *athe*, *ithe*, *othe*. The pupil supplies the initial as he places the card, pronounces, and spells the word. Examples of words that may be spelled are : *strange, hinge, sponge, lunge, paste, bathe, writhe, clothe*.

Exercise 14.— Final *e* on letter square **e e** is placed to cover the final consonant of :

anch	ench	inch	onch	unch
ass	ess	iss	oss	uss
aff		iff		
all		ill	oll	ull
ack		ick		uck

to form —

ance	ence	ince	once	unce
ase	ese	ise	ose	use
afe		ife		
ale		ile	ole	ule
ace		ice		uce

The pupil supplies the initial as he places the card, pronounces, and spells the word.

Review Exercise 11 (Manual, page 193) and present Exercise 15 as a test exercise in which the pupil depends upon the ear without the visual aid given by the Charts.

Exercise 15.—The teacher sounds *padding* and writes it upon the board; the pupils note that *a* says *ă*; that it is followed by two *d*'s. The teacher sounds *slamming*. She does not write it on the board; the pupils listen for the vowel sound. They spell the word with two *m*'s in order to make the vowel say *ă*. Continue the exercise by sounding for the pupils to spell: *trimming*, *cunning*, *hopping*, etc. Words will be found in Word List, Sections 354, 355, 356.

The teacher sounds *fading*; the pupils note the sound of the vowel, and spell the word with one *d* in order to make *a* say *ă*, etc.

Review Exercise 9 (Manual, page 187) and present:

Exercise 16.—Present the vowel letter square

a

. Direct the child to place it before one of the families *id*, *im*, *in*, *it*, *int*, *is*, *ir*, to form *aid*, *aim*, *ain*, *ait*, *aint*, *aist*, *air*, and spell the word he thinks of. Examples of words that may be spelled are: *braid*, *stain*, *wait*, *paint*, *waist*, *stair*.

Exercise 17.—Prefix initial letter squares to the phonograms upon the Equivalent Charts. The words thought of are to be spelled.

Place all the vowel letter squares in the blackboard ledge where they will be accessible to the pupils, and present:

Exercise 18.—Use the last column of endings on Phonic Chart No. 3. Each child in turn takes the vowel that he needs to form

a

by,

a

dy,

i

cy,

u

ly, etc. Words that may be spelled are: *baby*, *lady*, *icy*, *truly*, etc.

Exercise 19.—Direct the pupils to place the letter square

slightly apart from the ending and to spell words in which the vowel does not tell its name, as u ny, e ny, a ry, i dy.
Words: *funny, penny, Harry, biddy.*

SPELLING GAMES

Review Game 3 (Manual, page 196) and present:

Game 4.—Teacher says, "I am thinking of a word that contains a double letter." The first time this game is played she indicates on the charts the families containing double letters, as: *ss, ll, ff, oo, bb, dd, gg, pp, zz, tt*, etc. Proceed as in previous exercise. The short vowel words spelled in Chart Spelling, Exercises 10, 11, 15, and 19, should be included in this game.

Game 5.—Teacher says, "Letters in the word I am thinking of sometimes say *ow*."

Pupils spell *now, crow, croup, pout, cough, trough, dough, bough, enough*, etc., until they spell the word, or the teacher tells.

Never prolong a game until the pupils are weary.

Review the fact that *ite* and *ight* have the same sound. Ask pupils to tell words that they have seen spelled with *ite*. Write these words upon the blackboard. Extend the list to five words: *bite, kite, white, write, quite*.

The words *site, mite, smite, spite, sprite*, etc., do not usually appear in a child's vocabulary. They need not, *at this time*, be included in the exercise unless they appear in the reading text of the Grade readers.

Review the written words; spell them; use them in sentences; let each child write them from memory. Tell the pupils that other words taking this sound are spelled with *ight*. Play Game 6 which calls for quick thinking.

Game 6.—The teacher holds the entire pack of letter squares. She shuffles the cards rapidly in order to present initials used in both *ight* and *ite* words. The pupils spell in turn or in con-

cert, as the initials are shown: *bright, slight, night, kite, sight, fight, white*, etc. Words that may be spelled in this exercise are in the Word List, Sections 61, 253. The only words to be carried in memory are the five *ite* words. All others with this sound fall into the list spelled with *ight*.

Game 7.—Review the fact that *ay, ey*, and *eigh* have the same sound. Present for drill, as with the *ite* words: *deigh, neigh, weigh, they, prey*. Tell pupils that other words ending in the sound of *a* are spelled with *ay*. Drill with letter squares, as in the previous exercise. Pupils spell as the initials are shown: *bay, day, say, dray, neigh, play*, etc. Words that may be spelled in this exercise are in the Word List, Sections 245, 247, 249.

Game 8.—Review the fact that *ote* and *out* have the same sound. The pupils learn that *note, wrote, rote* are spelled with *ote*; that other words ending with this sound are spelled with *out*: *boat, coat, float*, etc. Present initials in rapid succession. See Word List, Sections 63, 260, for words that may be spelled.

Game 9.—Review the fact that *no, so, go*, end in the sound *o*. Other words that end in this sound are spelled with *ow*. See Word List, Section 232, for words that may be spelled. Present initial letter squares for rapid spelling.

Additional spelling games are listed under Fourth Reader.

FOURTH READER

The phonic facts that have been selected for illustration in this book are in the accepted reading vocabulary of the child who is to use the book. They are: short *i* in endings *ice, ile, ine, ise, ite, ive*; *y* like short *i*; *y* like long *i*; *i* like *ee*; *i* like consonant *y*; two vowels coming together but in different syllables. Drill upon these is to be given by sounding words of the Word List from the sections indicated in the phonic scheme. The phonic facts previously developed should be kept in constant review by frequent chart drills, spelling exercises, and games. These should be brisk and animated.

Use the Phonic Strips and the Chart pages that are included in the Reader in seatwork exercises and drills.

The child should be required to apply his knowledge of phonics to the solving of all word problems that appear in the text. He should look for familiar elements in exceptions in order to sound them, in part at least. Frequently the context will help him to the pronunciation of these words. The teacher should assist when the child is unable to help himself, but she should never tell him a word that he is capable of finding out.

ADDITIONAL SPELLING GAMES

A simple form of Games 1, 2, and 4 has been presented to first and second year pupils. See Lessons 56, 83, 88 (Blackboard Spelling). Others of the following games may be played with profit by these pupils. In the lower grades comparatively few words are spelled in each exercise; older pupils

will make a more exhaustive study of the topics. In all classes the words spelled are words in the child's vocabulary — words that he knows because he hears and uses them. This must be so since the words are offered for spelling *by the pupils*.

The teacher's part is to suggest the game to be played and to show how to go about it. During the exercise she sees that all words spelled relate to the point of the lesson and that no word is repeated. She may by suggestions help the slow pupils to think of words to spell. She helps, or calls on other pupils to help, the pupil whose mental picture of a word is not clear, by indicating a phonogram on the Charts that will help him to solve his problem correctly. For example, the pupil pronounces and spells pumpkin, "p-u-n-k-u-n." He is directed to *ump* and *in* on the Charts and thus given effective help in obtaining a correct conception of the word. Or, a pupil spells *dead*, "d-e-d." The teacher places the letter square

d

 before *ead* on Phonic Chart No. 3, saying as she places it, "This is the way to spell *dead* when it is a word. When it is part of a word or syllable, it is spelled *ded*." Or, a pupil spells *ball*, "b-o-l-l." The teacher helps him to recall that the sounds of *oll* are either *öll* or *oll*, as in *doll* or *roll*. He sees that *oll* cannot be used in spelling *ball*. He finds *all* which has the sound he needs, and spells the word correctly.

No stated study is given to the words by the pupils of the lowest grades save the looking for and thinking about words that the interest of the subject and of the game leads them to give voluntarily. Older pupils who are able to write with ease collect names of trees, animals, people, etc. asked for in the games from readers, story-books, circulars, store signs, newspapers, or from wherever they may be seen. This will prove an interesting and profitable line of study in preparation for a game which has been announced for a given hour.

The writing of original sentences that contain given words, and of very short original stories which include the words of a given game, should follow the oral exercise with third or fourth year pupils.

No. 1. — WORD CHANGING (1) The game is to change the letters of a word one at a time in order to make a new word at each change.

<i>Ex. — wrote</i>	whine	swine	trice
write	shine	twine	trace
white	spine	twice	tract

(2) All begin with the same word, but each pupil works by himself. At a given number of changes or at a given time results are taken and lists examined.

<i>Ex. — mind</i>	<i>mind</i>	<i>mind</i>	<i>mind</i>	<i>mind</i>
find	mine	kind	mend	mine
fine	mire	kine	mead	mane
fire	mare	kite	read	male
tire	care	Kate	reed	mole

Results are seen in the last horizontal row of words.

(3) Change to a given word in a given number of changes. For example, *cat* is changed to *dog* in three changes; *sick* to *well* in four changes; *star* to *moon* in six changes; *pine* to *mast* in four changes:

cat — cot — dot — dog
 sick — silk — sill — sell — well
 star — soar — sour — pour — poor — moor — moon
 pine — pint — pant — past — mast

Change *black* to *white*, *boat* to *ship*, *corn* to *meat*.

No. 2. — CHAIN SPELLING (1) Pupils spell in turn words from the Charts. Each new word begins with the last letter of the previous word. Each child touches the family name upon the Chart that he intends to use in spelling his word.

Ex.—The first child touches *ind* and spells *grind*.

The second child touches *ish* and spells *dish*.

The third child touches *at* and spells *hat*.

(2) A given letter is to appear in each word spelled. Before the game begins place all letter squares that contain the chosen letter in the blackboard ledge. As each pupil spells, he draws a light line of blackboard chalk across the phonogram on the Chart, or lifts the letter square, in order that it may not be used again in the game.

Ex.—The letter chosen to appear in the words is *n*. Words may be :

man	thank	willing	pond
sand	branch	nation	glisten
snap	pound	penny	singed

With older pupils words that contain less than a stated number of letters should not be accepted.

NO. 3.—BEAN BAG. In the lower grades the teacher is usually the Captain. She pronounces a word and throws the bean bag as she calls a pupil's name. The child named catches the bag, spells the word, and throws the bag to the Captain. Pupils who fail to spell the word are out of the game until they are able to correct a misspelled word.

The game is played with older pupils : First pupil throws the bag saying, "My name is ——. Spell my name, John." John spells the name, throws the bag to a third pupil, saying, "I live on — Street. Spell my street, William."

Write just enough of each of the following suggestions on the blackboard to help the slow thinkers. Other suggestions may be added. Many pupils will not need this help.

We live in (city).
Our state is ——.
Mass. is in the ——.
The U. S. are in ——.
I go to the — School.
My teacher's name is ——.
Our principal's name is ——.
Mr. — is the Superintendent.
Mr. — is the janitor.
I ate — for dinner.

The class may be divided into sides as in a spelling match, and the bag thrown from one side to the other as the words are spelled and given. The game may be played until all on one side are down, or until a given time is up when the side with the greater number of pupils standing wins.

No. 4. — PROGRESSIVE BLACKBOARD SPELLING. Give each pupil a letter square. Each takes his place at the blackboard and writes three words that contain the phonogram he holds. When a writer's words have been approved by the teacher for spelling, neatness, etc., he changes his place at the board leaving his letter square on the blackboard ledge. Each pupil adds three words to the list he finds in his new place, using the phonogram he finds on the ledge. When this is done, another change is made. The pupil who changes his place most often wins the game. No word is duplicated, and more thought is necessary as the list of words grows longer. With older pupils no word is written that contains less than a stated number of letters.

No. 5. — A RELAY RACE. Appoint one pupil from each row of seats as a writer. Each writer writes words in a column on the blackboard as they are spelled by the pupils in his row. Pass out initial letter squares, one to each row of pupils. Each pupil thinks of a word beginning with the initial of his row and spells

it when his turn to spell comes. Spell across the rows to give the pupils at the board time to write the words. As each pupil spells, he passes the letter square to the next pupil in his row. The letter squares travel up and down the rows until no more words can be thought of. Each writer then adds to his list if he can. The row of pupils having the longest list wins the game. No word is spelled twice in the exercise.

NO. 6.—MEMORY WORDS. Pupils touch phonograms on the Charts that are to be found in the studied spelling lesson of the day and spell the words they recall.

Ex.—First pupil touches *um* and *er* and spells *summer*.

Second pupil touches *int* and *ér* and spells *winter*.

Third child touches *au* and *um* and spells *autumn*.

The exercise continues until all the words of the lesson have been spelled. The class may be divided into sides. The side that remembers, and spells correctly, the greater number of words wins the game.

NO. 7.—PICTURE WORDS. Many words in common use may be called picture words because they present so many associations. The following exercises given at seasonable times will help to form a working vocabulary for language lessons, either oral or written. The class may be divided into sides. Certain pupils of each side keep score by writing the words spelled. The side with the longer list wins the game. Keep the associations true.

(1) Pupils touch phonograms that recall Christmas words and spell the words. (At times they cover a letter that is not needed, as, the second *s* in *ass* to show part of the word *Christmas*.) *Ex.*—

Santa Claus	happiness	sparkling
presents	church	Christmas eve
toys	tree	stockings
gifts	candles	reindeer

(2) Pupils touch phonograms that recall words associated with George Washington and Abraham Lincoln. *Ex.* —

birthday	soldier	log cabin	kindly
February	Indians	pine knots	negroes
president	plantation	books	slaves

(3) Touch phonograms that recall winter, summer, spring, or autumn words. *Ex.* —

snow	heat	thawing	fruits
freezing	haying	violets	harvest
sleighing	sea shore	flowers	Hallowe'en

(4) Pupils touch phonograms that recall rainy days, Saturdays, school work, etc. *Ex.* —

umbrellas	saw wood	write
rubbers	shovel paths	draw
puddles	picnic	spell

No. 8. — THE FOREST. Pupils touch phonograms on the Charts that are found in the names of trees, and spell the words.

ash	catalpa	hemlock	poplar
apple	cedar	larch	spruce
aspen	cherry	laurel	sumach
alder	chestnut	maple	sycamore
beech	elm	oak	tulip
birch	fir	pine	walnut
butternut	hawthorn	plum	willow

Place letter squares on the blackboard ledge with which the pupil may make a necessary change in the Chart phonogram to illustrate his thought. For example, he covers *k* in *uck* with *e* to show *uce* and spells *spruce*.

No. 9. — A FLOWER GARDEN. Pupils touch phonograms on the Charts that are found in the names of flowers, and spell the words. A few of those to be found are:

aster	bluebell	chicory	fireweed	pansy
alder	bluets	dandelion	foxglove	violet
azalea	buttercup	elder	geranium	primrose

No. 10.—A FEAST (Christmas or Thanksgiving). Pupils touch phonograms on the Charts that are found in the names of foods, and spell the words. A few good things to eat are :

bread	meat	potato	squash	gingerbread
butter	turkey	tomato	lettuce	apples
cake	chicken	peas	biscuit	mince pie
cookies	goose	beans	corn	pumpkin pie

No. 11.—OUR RELATIONS. Pupils touch phonograms on the Charts that are in the names of the members of a family, and spell the words. Some of these are :

father	sister	daughter	child	niece
mother	aunt	son	infant	grandmother
brother	uncle	baby	nephew	grandfather

No. 12.—AT THE CLOTHING SHOP. Pupils touch phonograms on the Charts that are in the names of articles of clothing, and spell the words. A few of these are :

silk	muslin	lace	dresses	sash	gloves
satin	woolen	alpaca	underclothes	buttons	mitten
cotton	gingham	ribbon	stockings	trimmings	tippet
velvet	net	linen	shoes	overcoat	cloak

No. 13.—AT THE MARKETS. Pupils touch phonograms that are in the names of household supplies for food and cooking, and spell the words. A few are :

beef	sausage	bacon	cabbage	cucumber
lamb	chops	ham	cauliflower	pumpkin
mutton	steak	eggs	carrots	squash
pork	roast	butter	turnips	potatoes
veal	liver	cheese	beets	

No. 14. — AT THE ZOO. Pupils touch phonograms that are in the names of animals, and spell the words. A few of these are :

dog	pony	rabbit	giraffe	woodchuck	turtle
cat	fox	tiger	leopard	goat	tortoise
cow	wolf	lion	zebra	sheep	toad
pig	bear	elephant	donkey	beaver	mouse
horse	raccoon	kangaroo	mule	antelope	puppy

No. 15. — AT THE AVIARY. Pupils touch phonograms that are in the names of birds, and spell the words. A few of these are:

robin	crow	stork	swan	swallow
bluebird	hawk	crane	goose	swift
sparrow	owl	heron	woodpecker	humming bird
wren	eagle	sandpiper	flicker	gull
blackbird	buzzard	duck	oriole	chickadee

No. 16. — MY BUSINESS. Pupils touch phonograms that are in the names of occupations, and spell the words. A few of these are :

farmer	doctor	driver	chauffeur	painter
teacher	carpenter	miller	watchman	peddler
grocer	mason	lawyer	policeman	fireman
butcher	builder	motorman	bricklayer	dressmaker
druggist	laborer	conductor	plumber	nurse

No. 17. — A GOOD GAME. Pupils touch phonograms on the Charts that are in the names of games, and spell the words. A few of these are :

hop scotch	leap frog	ball	marbles
bean bag	fox and geese	house	checkers
hide and seek	cricket	store	soldier
duck on the rock	baseball	dolls	cards
hare and hounds	jump rope	race	tag

No. 18. — FURNISHING THE HOUSE. Pupils touch phonograms on the Charts that are in the names of articles of furniture, and spell the words. A few of these are :

tables	rocker	rugs	clock	sewing machine
chairs	carpets	stoves	piano	vase
beds	lamps	dishes	mirror	baskets
bureau	books	tins	curtains	desk
dresser	bookcase	pictures	sofa	tubs

No. 19. — OUR TOWN OR CITY. Pupils touch phonograms on the Charts that are in words that tell the location of the town or city, and names of streets and places of interest in it. These will include the name of the country, the state, the county, the river of the town, the industry, stores, churches, parks, etc. This calls for recognition of capital letters in oral spelling.

No. 20. — MY BOOKS. Pupils touch phonograms on the Charts that are in the names of books they own or have read. Book titles should be capitalized.

No. 21. — OUR FRIENDS. Pupils touch phonograms on the Charts that are in the names of people, teachers, children, and neighbors.

Alice	John	Anderson	Miss Ellen Brown
Mary	Joseph	Peterson	Mr. Frank A. Morris
Edith	Charles	Williams	Mrs. Walter O'Brien
Nancy	Albert	Donovan	Dr. Edward Collins

No. 22. — AN ORCHESTRA. Pupils touch phonograms on the Charts that are found in the names of musical instruments, and spell the words.

horn	flute	fiddle	cymbals
cornet	banjo	whistle	harp
zither	organ	piano	bugle
drum	violin	bagpipes	harmonica

No. 23.—GAME OF OPPOSITES. Explain the meaning of *opposite*, and illustrate by *hard*, *soft*; *cold*, *hot*, etc. Extend the drill to include the opposites of

cross	strong	white	late	old	crooked	brittle
cheap	light	bright	broad	tall	high	sharp
sweet	fine	smooth	far	stout	large	good

Include other descriptive words if desired. As the terms are presented, a pupil touches the phonogram on the Chart that helps to recall or visualize the word, and spells it; as, *ar* recalls *hard*; *old* recalls *cold*; *ee* recalls *sweet*, etc.

Play the game: First child gives one term, spells it, touching the phonogram, and calls the name of another pupil. This pupil responds by giving the opposite term. He touches the phonogram and spells the word. In his turn he gives a word to be matched by the pupil he selects.

At first as a help to the memory one set of terms may be written on the board. Later as the game becomes a rapid matching of terms and spelling of words, the list should be erased, and the touching of the phonograms may be omitted.

No. 24.—GAME OF COMPARISONS. This game may be played with the same terms that were used in the Game of Opposites, and in about the same way. The test of the game is the pupil's ability to add *er* correctly to words that contain final *e*; as, *fine*, *finer*, and to words that end in one consonant preceded by a single vowel; as, *hot*, *hotter*. The review spelling exercises from the Charts make him master of both these situations. At first include only those words that form the comparative by adding *er* to the positive. Later, to keep the game alive, add words like *far*, *good*, *bad*, *crooked*, *brittle*, etc.

No. 25.—A MARATHON. Pupils are given a stated time to find words that contain *ea*. They are to bring their written lists to the class recitation. The class is divided equally under

two captains. These captains take turns in calling on their men to spell. They watch to see that no word is repeated, that no pupil looks on his list as he spells, and that all spell audibly and correctly. The teacher at her desk writes the words in two columns as they are spelled, one column for each side. When the time is up, the side having the longer list wins the game. The lists are closely inspected as the spelling proceeds in order to weed out duplicate words, but no pupil looks at his list while he is spelling, and no pupil has a second trial at a word.

Other races will give drill on words that contain *wh, th, ch,* double letters, etc.

No. 26.—HIDDEN WORDS. Study the word *valentines*. Many words are hidden in it. How many of the following can you find?

a little valley	vale	part of a house	eaves
a large tub	vat	tidy	neat
a small hole	vent	a number	ten
where grapes grow	vines	another number	nine
a face covering	veil	used to fasten boards	nails
blood carriers	veins	girl's name	Nan
a flower holder	vase	boy's name	Nat
a kind of meat	veal	used in catching fish	line
trifling and foolish	vain	parts of a fork	tines
something worn by a man	vest	a story	tale
not pure or noble	vile	part of an animal	tail
an insect	ant	yellowish brown	tan
part of a tree	leaves	a metal	tin
not early	late	a water trip	sail
not first	last	thin rock for roofing	slate
a country road	lane	wickedness	evil
linen stuff	lint	smooth cloth	linen
not dead	live	used in sifting ashes	sieve
not fat	lean	not to waste	save
days before Easter	lent	not fresh	stale
meadow land	lea	part of a barrel	stave
what was done to the fire	lit	a resting place	seat

not the truth	lie	steps over a wall	stile
not odd	even	one owned by another	slave
a fish	eel	a spot	stain
what we do at mealtime	eat	what we do with strings	tie

Make a list of the other words that you can find in *valentines*. Find words hidden in *weather*, *Philadelphia*, *entertainment*, etc.

NO. 27. — LOST LETTERS. *Insert* means to *put in*. Insert one letter in each word to form a new word.

Ex. — Insert *e* in *cram* to make a part of milk — *cream*.

Change <i>Leon</i> into a fruit.	Change <i>grin</i> into a food for horses.
Change <i>male</i> into a tree.	Change <i>moth</i> into a part of the face.
Change <i>mice</i> into a pie.	Change <i>hoe</i> into a living place.
Change <i>rod</i> into a street.	Change <i>dram</i> into a sleep story.
Change <i>nose</i> into a sound.	Change <i>shut</i> into a loud call.
Change <i>ant</i> into a relation.	Change <i>cots</i> into clothing.
Change <i>trot</i> into a fish.	Change <i>pet</i> into one who writes verses.
Change <i>pond</i> into a weight.	Change <i>tin</i> into not fat.
Change <i>char</i> into a seat.	Change <i>chin</i> into something made of links.
Change <i>night</i> into a soldier.	Change <i>star</i> into something to climb.
Change <i>pies</i> into trees.	Change <i>bred</i> into something to eat.
Change <i>hate</i> into hurry.	Change <i>hart</i> into part of the body.

Change these words also to other words by inserting or adding one letter. Use each new word in a sentence.

bad	bar	dim	hap	led	rind
bed	bran	fat	hat	mad	shad
bet	bush	fed	hug	met	war
bit	chat	had	inch	not	pint

NO. 28. — ANAGRAMS. Change the position of the letters in the following words to form a new word in each case.

Ex. — The letters of *bake* when rearranged spell the name of a bird's bill — *beak*.

Change *mate* into food.

Change *lame* into coarse flour.

Change *mate* into not wild.

Change *sneak* into a reptile.

Change *charm* into a month.

Change *grin* into a circle.

Change *wake* into not strong.

Change *mate* into animals in harness.

Change *slat* into used in cooking.

Change *drab* into a small nail.

Change *end* into wild beast's home.

Change *shares* into used in cutting.

Change *leak* into a body of water.

Change *heat* into an ugly feeling.

Change each one of the following words into another word by rearranging the letters. Use each new word in a sentence.

are	dash	line	rare	span	table
art	dare	meat	rate	spear	tale
anger	dens	much	reap	spin	teak
brag	dice	name	rose	stain	teal
brush	eat	near	score	stage	tend
bust	east	owns	sham	state	ward
char	fear	part	shop	stew	weeps
charts	lance	pea	sign	stop	wed
cheap	lain	peat	slain	stud	yam
cheat	lair	pest	slow	strut	yap
chin	lean	rasp	space	seal	yard

The letters of many other words can be rearranged to form new words. Try to find some of these words.

WORD LIST

The sections of the following list contain words illustrating every family and phonogram upon the phonic charts. They also contain words illustrating the rules that are developed in the phonic drill. They include : —

1. The vocabulary of over thirty readers of primary grade.
2. Words of the child's vocabulary not included in these school readers.

3. Words, illustrating the value, in the drill, of word forms.

The list is used as follows : —

1. Words to supplement or emphasize the chart drill upon a given fact may be selected and written upon the board for sounding. For this purpose words illustrating a certain phonogram are grouped under that phonogram ; words illustrating a phonic rule are grouped under that rule.

2. Words may be selected from the list for use in spelling drills. It will be seen that the lists are not arranged by grades or according to the year of school in which they are to be used. No definite arrangement of this nature seems practicable in view of the fact that many words are used over and over in each grade, and that the intermediate or grammar grade pupil frequently needs to have his attention called to the spelling of short words as well as to that of longer ones. The teacher should select from each section words suited for her grade. She will use only those words that are actually in the child's spoken vocabulary at the time of spelling.

WORD LIST

1. ab as in *blab*

cab	grab	Rabbi	tablet	dabble
dab	scab	fabric	clabber	gabble
Mab	slab	rabbit	sabbath	drabble
nab	stab	flabby	scabbard	rabble
gab	habit	shabby	baboon	scrabble
crab	cabin	Tabby	cabbage	cabinet
drab	rabid	jabber	babble	laboratory

2. ab as in *Abe, babe*

ab as in

babel	Mabel	cable	gable	labor
label	saber	table	fable	Tabor

3. eb as in *ebb*

web	treble	ebony	February	celebrity
rebel	pebble	debit	nebula	

4. eb as in

glebe grebe

eb as in

zebra Quebec Hebrew

5. ib as in *bib*

fib	glib	Thibet	tribune	fribble
jib	squib	exhibit	nibble	liberty
rib	ribbon	dribble	quibble	contribute
crib	Gibbon	giblets	scribble	

6. **ib** as in

tribe	bribe	tribe	scribe
fib as in			
fiber	Bible		

7. **ob** as in *Bob*

cob	sob	bobbin	cobbler	cobbler
fo b	knob	Dobbin	lobster	gobble
lob	snob	goblin	scotcher	hobble
job	blob	Bobby	Robbie	probable
mob	throb	hobby	Robert	bobolink
rob	robin	lobby	problem	globule

8. **ob** as in

lobe	globe	probe	robe
ob as in			
sober	noble	October	Oberon

9. **ub** as in *blubber*

bub	tub	shrub	public	sublime
cub	club	drub	rubber	subtract
dub	grub	cubby	lubber	Hubbard
hub	snub	chubby	bubble	stubble
nub	stub	rubbish	rubble	cherub
rub	scrub	hubbub	rub-a-dub	blubber

10. **ub** as in

cube	tube	tuber	
ub as in			
Cuba	cubic	cubit	jubilee

11. **ad** as in *add*

bad	sad	sadly	bladder	Braddock
fad	brad	caddice	ladder	Madison

gad	clad	admire	madder	Aladdin
had	glad	tadpole	straddle	tradition
lad	shad	radish	saddle	radical
mad	caddy	shadow	haddock	graduate
pad	daddy	Chaddock	padlock	madam

12. ad as in *jade*

fade	blade	shade	lade	barricade
made	glade	spade	stockade	parade
wade	grade	trade	blockade	evade

ad as in

lady	ladle	cradle	cadence
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13. ed as in *bed*

fed	bled	sled	pedal	impediment
led	bred	sped	pedlar	medicine
Ned	Dred	shred	peddle	sediment
red	fled	Edna	federal	Jedadiah
Ted	Fred	credit	dedicate	
wed	shed	medal	predicate	

14. ed as in

cede	Swede	Eden
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15. ed as in *creed*

deed	need	weed	greed	tweed
feed	reed	bleed	speed	treed
heed	seed	breed	steed	

16. id as in *bid*

Cid	chid	fidget	fiddle	gridiron
did	slid	hidden	middle	holiday
hid	skid	liquid	riddle	pyramid
kid	midst	Sidney	griddle	president

NO. 18. — FURNISHING THE HOUSE. Pupils touch phonograms on the Charts that are in the names of articles of furniture, and spell the words. A few of these are :

tables	rocker	rugs	clock	sewing machine
chairs	carpets	stoves	piano	vase
beds	lamps	dishes	mirror	baskets
bureau	books	tins	curtains	desk
dresser	bookcase	pictures	sofa	tubs

NO. 19. — OUR TOWN OR CITY. Pupils touch phonograms on the Charts that are in words that tell the location of the town or city, and names of streets and places of interest in it. These will include the name of the country, the state, the county, the river of the town, the industry, stores, churches, parks, etc. This calls for recognition of capital letters in oral spelling.

NO. 20. — MY BOOKS. Pupils touch phonograms on the Charts that are in the names of books they own or have read. Book titles should be capitalized.

NO. 21. — OUR FRIENDS. Pupils touch phonograms on the Charts that are in the names of people, teachers, children, and neighbors.

Alice	John	Anderson	Miss Ellen Brown
Mary	Joseph	Peterson	Mr. Frank A. Morris
Edith	Charles	Williams	Mrs. Walter O'Brien
Nancy	Albert	Donovan	Dr. Edward Collins

NO. 22. — AN ORCHESTRA. Pupils touch phonograms on the Charts that are found in the names of musical instruments, and spell the words.

horn	flute	fiddle	cymbals
cornet	banjo	whistle	harp
zither	organ	piano	bugle
drum	violin	bagpipes	harmonica

No. 23. — GAME OF OPPOSITES. Explain the meaning of *opposite*, and illustrate by *hard*, *soft*; *cold*, *hot*, etc. Extend the drill to include the opposites of

cross	strong	white	late	old	crooked	brittle
cheap	light	bright	broad	tall	high	sharp
sweet	fine	smooth	far	stout	large	good

Include other descriptive words if desired. As the terms are presented, a pupil touches the phonogram on the Chart that helps to recall or visualize the word, and spells it; as, *ar* recalls *hard*; *old* recalls *cold*; *ee* recalls *sweet*, etc.

Play the game: First child gives one term, spells it, touching the phonogram, and calls the name of another pupil. This pupil responds by giving the opposite term. He touches the phonogram and spells the word. In his turn he gives a word to be matched by the pupil he selects.

At first as a help to the memory one set of terms may be written on the board. Later as the game becomes a rapid matching of terms and spelling of words, the list should be erased, and the touching of the phonograms may be omitted.

No. 24. — GAME OF COMPARISONS. This game may be played with the same terms that were used in the Game of Opposites, and in about the same way. The test of the game is the pupil's ability to add *er* correctly to words that contain final *e*; as, *fine*, *finer*, and to words that end in one consonant preceded by a single vowel; as, *hot*, *hotter*. The review spelling exercises from the Charts make him master of both these situations. At first include only those words that form the comparative by adding *er* to the positive. Later, to keep the game alive, add words like *far*, *good*, *bad*, *crooked*, *brittle*, etc.

No. 25. — A MARATHON. Pupils are given a stated time to find words that contain *ea*. They are to bring their written lists to the class recitation. The class is divided equally under

will make a more exhaustive study of the topics. In all classes the words spelled are words in the child's vocabulary — words that he knows because he hears and uses them. This must be so since the words are offered for spelling *by the pupils*.

The teacher's part is to suggest the game to be played and to show how to go about it. During the exercise she sees that all words spelled relate to the point of the lesson and that no word is repeated. She may by suggestions help the slow pupils to think of words to spell. She helps, or calls on other pupils to help, the pupil whose mental picture of a word is not clear, by indicating a phonogram on the Charts that will help him to solve his problem correctly. For example, the pupil pronounces and spells pumpkin, "p-u-n-k-u-n." He is directed to *ump* and *in* on the Charts and thus given effective help in obtaining a correct conception of the word. Or, a pupil spells *dead*, "d-e-d." The teacher places the letter square

d

 before *ead* on Phonic Chart No. 3, saying as she places it, "This is the way to spell *dead* when it is a word. When it is part of a word or syllable, it is spelled *ded*." Or, a pupil spells *ball*, "b-o-l-l." The teacher helps him to recall that the sounds of *oll* are either *öll* or *öll*, as in *doll* or *roll*. He sees that *oll* cannot be used in spelling *ball*. He finds *all* which has the sound he needs, and spells the word correctly.

No stated study is given to the words by the pupils of the lowest grades save the looking for and thinking about words that the interest of the subject and of the game leads them to give voluntarily. Older pupils who are able to write with ease collect names of trees, animals, people, etc. asked for in the games from readers, story-books, circulars, store signs, newspapers, or from wherever they may be seen. This will prove an interesting and profitable line of study in preparation for a game which has been announced for a given hour.

The writing of original sentences that contain given words, and of very short original stories which include the words of a given game, should follow the oral exercise with third or fourth year pupils.

No. 1. — WORD CHANGING (1) The game is to change the letters of a word one at a time in order to make a new word at each change.

<i>Ex. — wrote</i>	whine	swine	trice
write	shine	twine	trace
white	spine	twice	tract

(2) All begin with the same word, but each pupil works by himself. At a given number of changes or at a given time results are taken and lists examined.

<i>Ex. — mind</i>	<i>mind</i>	<i>mind</i>	<i>mind</i>	<i>mind</i>
find	mine	kind	mend	mine
fine	mire	kine	mead	mane
fire	mare	kite	read	male
tire	care	Kate	reed	mole

Results are seen in the last horizontal row of words.

(3) Change to a given word in a given number of changes. For example, *cat* is changed to *dog* in three changes; *sick* to *well* in four changes; *star* to *moon* in six changes; *pine* to *mast* in four changes:

cat — cot — dot — dog
 sick — silk — sill — sell — well
 star — soar — sour — pour — poor — moor — moon
 pine — pint — pant — past — mast

Change *black* to *white*, *boat* to *ship*, *corn* to *meat*.

No. 2. — CHAIN SPELLING (1) Pupils spell in turn words from the Charts. Each new word begins with the last letter of the previous word. Each child touches the family name upon the Chart that he intends to use in spelling his word.

Ex. — The first child touches *ind* and spells *grind*.

The second child touches *ish* and spells *dish*.

The third child touches *at* and spells *hat*.

(2) A given letter is to appear in each word spelled. Before the game begins place all letter squares that contain the chosen letter in the blackboard ledge. As each pupil spells, he draws a light line of blackboard chalk across the phonogram on the Chart, or lifts the letter square, in order that it may not be used again in the game.

Ex. — The letter chosen to appear in the words is *n*. Words may be :

man	thank	willing	pond
sand	branch	nation	glisten
snap	pound	penny	singed

With older pupils words that contain less than a stated number of letters should not be accepted.

No. 3.—BEAN BAG. In the lower grades the teacher is usually the Captain. She pronounces a word and throws the bean bag as she calls a pupil's name. The child named catches the bag, spells the word, and throws the bag to the Captain. Pupils who fail to spell the word are out of the game until they are able to correct a misspelled word.

The game is played with older pupils: First pupil throws the bag saying, "My name is ——. Spell my name, John." John spells the name, throws the bag to a third pupil, saying, "I live on — Street. Spell my street, William."

Write just enough of each of the following suggestions on the blackboard to help the slow thinkers. Other suggestions may be added. Many pupils will not need this help.

We live in (city).
Our state is ——.
Mass. is in the ——.
The U. S. are in ——.
I go to the — School.
My teacher's name is ——.
Our principal's name is ——.
Mr. — is the Superintendent.
Mr. — is the janitor.
I ate — for dinner.

The class may be divided into sides as in a spelling match, and the bag thrown from one side to the other as the words are spelled and given. The game may be played until all on one side are down, or until a given time is up when the side with the greater number of pupils standing wins.

No. 4. — PROGRESSIVE BLACKBOARD SPELLING. Give each pupil a letter square. Each takes his place at the blackboard and writes three words that contain the phonogram he holds. When a writer's words have been approved by the teacher for spelling, neatness, etc., he changes his place at the board leaving his letter square on the blackboard ledge. Each pupil adds three words to the list he finds in his new place, using the phonogram he finds on the ledge. When this is done, another change is made. The pupil who changes his place most often wins the game. No word is duplicated, and more thought is necessary as the list of words grows longer. With older pupils no word is written that contains less than a stated number of letters.

No. 5. — A RELAY RACE. Appoint one pupil from each row of seats as a writer. Each writer writes words in a column on the blackboard as they are spelled by the pupils in his row. Pass out initial letter squares, one to each row of pupils. Each pupil thinks of a word beginning with the initial of his row and spells

49. in as in *bin*

fin	thin	minute	spindle	violin
gin	twin	dinner	swindle	vinegar
kin	whin	winner	fringy	principal
pin	begin	ginger	ninny	sentinel
sin	linen	hinder	quinsy	opinion
tin	linden	finish	stringent	Virginia
win	sinew	linnet	window	crinoline
chin	Ninoo	instant	destine	scintillate
grin	rinse	tinsel	chlorine	sleep-sin-by
shin	quince	brindle	Minnie	trinity
skin	clinic	dwindle	minister	infinite
spin	engine	kindle	Hamelin	indeed

50. in as in *opine*

dine	mine	wine	shine	spine
fine	nine	sine	twine	swine
kine	pine	tine	thine	decline
line	vine	brine	whine	

in as in
Chinese

51. on as in *con*

Don	bronze	chronic	sonnet	bonfire
fond	tonic	Donald	confess	responsive
John	honor	honest	jonquil	Wisconsin
frond	bonnet	monster	tonsils	nonsense
blonde	concert	pongee	gondola	bronchial
sconce	content	Ronald	yonder	Jonathan

52. on as in *alone*

bone	lone	crone	prone	zone
cone	pone	drone	shone	telephone
hone	tone	Jones	stone	megaphone

53. on as in *ton*

son	done	lemon	Monday	talons
won	wont	Leon	money	Ericsson
once	front	lion	wonder	Marion
none	cannon	Lisbon	notion	cushion
month	heron	London	vision	onion
apron	honey	melon	ribbon	wagon

54. un as in *begun*

bun	pun	crunch	bundle	begun
dun	run	lunch	trundle	funny
fun	sun	munch	tunnel	cunning
gun	shun	dunce	blunder	Sunday
Hun	spun	grunt	plunder	sunset
nun	stun	until	hundred	Brunswick

55. un as in *union*

dune	tune	immune	Neptune
June	fortune	tribune	

56. at as in *cat*

bat	flat	batter	spatter	gatling
fat	scat	chatter	splatter	platform
mat	slat	clatter	blatter	natural
Nat	that	flatter	Brattle	battery
pat	sprat	matter	prattle	gratitude
rat	Latin	platter	rattle	satisfied
sat	catkin	scatter	attract	stratify
vat	catnip	shatter	lattice	caterpillar
chat	statue	smatter	tattoo	

57. at as in *ate*

date	late	hate	crate	celebrate
fate	mate	prate	plate	delicate

gate	rate	slate	state	playmate
Kate	bate	grate	skate	vibrate

58. et as in *bet*

get	wet	better	quiet	Fletcher
jet	yet	letter	secret	Juliet
let	debt	Betty	market	floweret
met	fret	Hetty	basket	coverlet
net	whet	kettle	closet	violet
pet	poet	mettle	garret	metal
set	suet	petal	brooklet	

59. eet as in *beet*

feet	greet	sheet	street	tweet
fleet	meet	sleet	sweet	

60. it as in *bit*

bit	lit	twit	critic	twitter
fit	mit	whit	brittle	Whittier
flit	pit	writ	little	pitiful
grit	sit	split	whittle	ritual
hit	wit	quit	kitten	spirit
kit	slit	ditto	mitten	Italy
knit	spit	ditty	written	glitter

61. it as in *cite*

bite	site	sprite	write	polite
quite	mite	trite	smite	excite
rite	spite	white	invite	incite

62. ot as in *cot*

blot	lot	Scott	cotton	throttle
clot	not	shot	grotto	totter
dot	plot	slot	motto	bottle

got	pot	spot	forgot	blotter
hot	rot	tot	glottis	bottom
jot	sot	knot	Scotland	flotsam

63. ot as in *rote*

note	smote	tote	vote	wrote
ot as in				
hotel				

64. ut as in *but*

cut	strut	cuttle	butter	gutter
hut	button	scuttle	cutter	mutter
jut	Dutton	shuttle	clutter	putter
nut	mutton	Tuttle	flutter	catgut
rut	glutton	butler	stutter	nutmeg
shut	putty	cutler	shutter	butterfly
smut	walnut	sutler	sputter	buttercup

65. ut as in *chute*

cute	jute	mute	flute
lute	dispute	astute	Canute
ut as in			
beauty	duty	gluten	beautiful

66. ag as in *crag*

bag	flag	rag	haggle	dagger
brag	jag	sag	straggle	swagger
drag	lag	slag	scraggy	stagger
fag	Mag	snag	shaggy	spaghetti
stag	swag	wag	magpie	fragment

67 ag as in *age*

cage	page	rage	wage	assuage
gage	sage	stage	engage	enrage

68. eg as in *beg*

dregs	keg	Gregory	segment	McGregor
egg	leg	Peggy	neglect	negative
peg	legume	regular	beggar	Pegasus

69. ig as in *big*

dig	wig	whig	bigger	lignite
fig	brig	sprig	dignity	niggard
gig	grig	stigma	frigate	signal
jig	prig	trigger	Higgins	Quigley
pig	trig	giggle	spigot	indignant
rig	twig	wigwam	ligament	whirligig

70. og as in *clog*

bog	fog	nog	frog	progress
cog	hog	jog	togs	soggy
dog	log	flog	grog	

71. og as in

doge gamboge

72. ug as in *thug*

bug	jug	rug	slug	muggy
dug	lug	drug	snug	nugget
hug	plug	plug	shrug	struggle

73. ug as in

huge

74. and as in *and*

band	hand	strand	Standish	chandler
bland	Rand	grandma	handsome	England
brand	sand	grandpa	sandstone	Greenland
gland	Shand	handle	sandy	expand
grand	stand	handy	standard	

and as in

candle	Flanders	landau	Anderson	Pandora
dandle	gander	mandarin	Androcles	tandem
scandal	slander	mandolin	dandelion	candor
vandal	candy	mandrake	bandango	

75. end as in *end*

bend	rend	trend	depend	tender
blend	fend	wend	pretend	vender
lend	send	vend	fender	pendant
mend	tend	defend	lender	descend

end as in *gender*

sleuder	Endicott	Kendal	splendid	surrender
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76. ind as in *behind*

bind	find	hind	mind	rind
blind	grind	kind	wind	kindest

77. ind as in *window*

brindle	swindle	flinders	Hindoo	index
kindle	dwindle	cylinder	Indian	kindlings
spindle	cinder	linden	India	indigo
hinder	tinder	indent	indicate	Sindri

78. ond as in

blonde	bond	fond	pond
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79. ond as in

seconds	diamonds
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ond as in

wonderful	wonder	Monday	London
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80. und as in *Fundy*

blunder	sunder	bundle	hundred	Bundy
plunder	thunder	trundle	under	

81. ash as in *ashes*

cash	mash	clash	plash	thrash
dash	rash	crash	slash	bashful
hash	sash	flash	smash	fashion
lash	brash	gnash	trash	eyelash

82. esh as in

flesh	fresh	mesh	thresh
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83. ish as in *dish*

fish	childish	foolish	reddish	tarnish
wish	dervish	furnish	selfish	varnish
bluish	English	Irish	vanish	jinrikisha
cherish	finish	punish	brownish	

84. osh as in

Joshua	mackintosh
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85. ush as in *gush*

hush	blush	crush	plush	slush
mush	brush	flush	rush	thrush

86. ush as in *rosebush*.

bush	bushel	bushy	push	cushion
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87. ack as in *alack*.

back	sack	smack	bracket	package
hack	tack	snack	jacket	unpack
Jack	clack	stack	placket	brackish
lack	crack	track	cackle	jackdaw
Mack	knack	thwack	grackle	mackintosh
pack	quack	whack	shackle	mackerel
rack	slack	attack	tackle	

88. eck as in *reck*

Breck	deck	speck	reckon	woodpecker
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check	neck	wreck	freckle	speckle
fleck	peck	beckon		

89. ick as in *chick*

brick	nick	tick	trickle	hickory
click	pick	trick	bicker	dickory
crick	prick	thick	flicker	Pickering
Dick	quick	Vick	snicker	Frederick
flick	sick	wick	cricket	chick-a-dee
kick	slick	fickle	thicket	chicken
lick	stick	tickle	hayrick	chicken- licken

90. ock as in *haycock*

block	dock	lock	stock	tick-tock
Brock	flock	mock	hockey	Murdock
cock	frock	rock	jockey	cockle
clock	hock	sock	pocket	hollyhock
crock	knock	shock	sprocket	rock-a-bye

91. uck as in *buck*

duck	suck	stuck	buckle	cuckoo
huck	tuck	shuck	knuckle	duckling
luck	chuck	pluck	pucker	bucket
muck	cluck	truck	sucker	Kentucky
Puck	Gluck	struck	tucker	Pawtucket

92. act as in *fact*

	tact	abstract	compact	extract
	tract	attract	contact	exact
act as in				
	actor	factor	factory	character

93. ect as in *sect*

affect	direct	effect	object	suspect
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collect	deflect	expect	perfect	respect
correct	elect	infect	select	lecture
detect	erect	insect	subject	rectangle

94. ict as in *Picts*

evict	afflict	convict	predict	derelict
edict	addict	depict	verdict	contradict
strict	conflict	inflict		

95. oct as in

concoct

oct as in

doctor

96. uct as in *duct*

abduct	induct	construct	obstruct
conduct	deduct	instruct	structure

uct as in

suction	fluctuate	ductile
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97. ank as in *Frank*

bank	rank	clank	plank	thank
dank	sank	crank	prank	shrank
hank	tank	drank	shank	blanket
lank	blank	flank	spank	Franklin

98. ink as in *link*

ink	pink	clink	spink	crinkle
kink	rink	prink	think	sprinkle
mink	blink	drink	shrink	twinkle
sink	brink	slink	tinker	wrinkle
wink	chink	stink	trinket	bobolink

99. onk as in

honk	donkey
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100. **onk** as in

monk	monkey
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101. **unk** as in *chipmunk*

hunk	chunk	flunk	spunk	shrunk
junk	drunk	plunk	skunk	
sunk	bunk	slunk	trunk	

102. **ask** as in

cask	mask	task	flask	basket
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103. **esk** as in

desk	Eskimo
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104. **isk** as *frisk*

brisk	disk	Fisk	whisk	whiskers
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105. **usk** as in

dusk	rusk	husk	tusk	dusky
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106. **amp** as in *camp*

damp	clamp	tramp	samp	stamp
lamp	cramp	Hampton	champ	scamp

amp as in

ample	hamper	tamper	grampus	stampede
trample	pamper	pampas	lamprey	Sampo

107. **emp** as in

hemp	empty
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emp as in

temper	temple	templar	tempest
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108. **emp** as in

attempt	tempt	unkempt
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109. imp as in *crimp*

gimp	limp	glimpse	scrimp	Simpson
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imp as in *dimple*

pimple	rimple	whimper	simply
simple	wimple	simper	

110. omp as in

pomp	romp	Thompson
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111. omp as in *prompt***112. ump as in *bump***

chump	jump	plump	trump	gumption
clump	lump	slump	crumpet	pumpkin
dump	mumps	stump	trumpet	
hump	pump	thump	sumpter	

ump as in

crumple	rumple
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113. ang as in *bang*

clang	pang	sang	gang	Whang
fang	Prang	tang	twang	Langdon
hang	rang	slang	sprang	Wolfgang

ang as in *language*

dangle	mangle	tangle	kangaroo
jangle	spangle	strangle	entangled

114. ang as in

change	grange	mange	range	strange
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ang as in

angel	danger	manger	ranger	stranger
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115. ing as in *bring*

cling	ping	spring	string	gosling
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ding	ring	sting	wing	nothing
fling	sing	swing	lying	Witling
king	sling	thing	viking	kingdom

ing as in *single*

dingle	kringle	shingle	Domingo
jingle	mingle	tingle	finger

116. ing as in *tinge*

cringe	fringe	hinge	singe	twinge
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117. ong as in *along*

dong	prong	tongs	belong	Hongkong
gong	song	thong	oblong	ping pong
long	strong	throng	prolong	

ong as in

Congress	Mongol
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118. ong as in

among	mongrel	tongue
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119. ung as in *clung*

flung	lung	slung	strung	young
hung	rung	stung	swung	
sung	bung	pung	sprung	

ung as in

hungry	hunger	bungle	jungle
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120. ung as in

lunge	plunge
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121. atch as in *batch*

catch	latch	patch	snatch	satchel
hatch	match	scratch	thatch	ratchet

122. etch as in *retch*

fetch	sketch	stretch
ketch	vetch	Gretchen

123. itch as in *flitch*

ditch	pitch	witch	Pritchard
hitch	stitch	kitchen	

124. ich as in

rich	which	Richard
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125. otch as in

botch	blotch	crotch	notch	Scotch
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126. utch as in *Dutch*

clutch	crutch	hutch	smutch	escutcheon
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127. uch as in

much	such
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128. anch as in *Blanché*

blanch	branch	cranch	stanch
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129. anch as in

hanch	planch	ranch
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anch as in

franchise	stanchion
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130. ance as in *lance*

chance	dance	glance	prance	trance
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131. ance as in *cancer*

cancel	chancel	fancy	Nancy	lancet
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132. ench as in *bench*

blench	drench	quench	trench
clench	French	tench	stench

133. ence as in *fence*

hence	pence	whence	presence	excellence
absence	silence	Spence	essence	innocence
sentence	thence	Florence	commence	prominence
independence				

134. inch as in *winch*

clinch	finch	finch	Linch	pinch
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135. ince as in

mince	prince	quince	since	wince
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ince as in

pincers	sincere
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136. onch as in

conch

onch as in

broncho	bronchitis	bronchial
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137. once as in

once

138. unch as in *clunch*

bunch	hunch	munch	scrunch
crunch	lunch	punch	

139. unce as in

dunce

140. ass as in *brass*

bass	glass	lass	pass
class	grass	mass	

ass as in
molasses

141. ass as in *lasso*

Hassan	passage	sassafras	tassel	vassal
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142. ase as in

base	case	chase	vase
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143. ase as in

rase

144. ess as in *Bess*

bless	less	business	goodness	unless
chess	mess	careless	lesson	lioness
cress	press	confess	message	faithfulness
dress	stress	darkness	progress	happiness
guess	Tess	express	princess	helpfulness
Hess	tress	harness	recess	wilderness
jess	address	helpless	spotless	professor

ess as in

Jessie	sessile	vessel	messenger	necessity
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145. ese as in

these

146. iss as in *bliss*

hiss	miss	Swiss	criss-cross
kiss	siss	Twiss	

iss as in *missal*

missile	missive	Mississippi	dissect	lissome
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147. iss as in

dissolve	scissors
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148. ise as in *rise*

wise	advise	advertise	surmise
arise	chastise	exercise	surprise

149. oss as in *across*

boss	floss	loss	Foss
cross	fosse	moss	bossy
dross	gloss	Ross	joss-stick

oss as in

blossom	Flossie	fossil	opossum	possible
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150. ose as in *brose*

chose	hose	pose	rose
close	nose	prose	those

151. ose as in

dose	close	morose
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152. ose as in

lose	whose
------	-------

153. uss as in

Huss	fuss	muss	truss
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uss as in

russet	Brussels
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154. uss as in

puss

155. use as in

fuse	muse	amuse	refuse
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156. use as in

useful	useless	refuse	obtuse
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157. ant as in

ant	chant	grant	pant	slant
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158. ant as in *antlers*

brant	cant	Kant
plant	rant	scant

ant as in *bantam*

frantic	lantern	mantel	Tantalus
Santa	shanty	Scranton	

159. ant as in

elephant	merchant	pleasant	truant
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160. ent as in *bent*

blent	pent	tent	moment	invent
cent	rent	vent	present	prevent
dent	sent	went	prevent	president
Kent	lent	content	silent	regiment
Brent	spent	consent	extent	independent

ent as in *enter*

carpenter	gentile	Quentin	valentine
central	gentle	twenty	

161. int as in *dint*

chintz	hint	print	sprint
flint	lint	squint	stint
glint	mint	splint	tint

int as in

winter	vintage	Clinton	scintillate
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162. ont as in
 font Montcalm
 ont as in
 contain content Montana pontiff Pocahontas

163. ont as in
 front wont

164. unt as in *blunt*
 brunt hunt punt shunt bunting
 grunt Lunt runt stunt
 unt as in
 until Gunter junto

165. ast as in *cast*
 blast last past caster
 fast mast vast pasture
 ast as in
 master pastor plaster

166. ast as in
 bast hast plastic chastise Erastus

167. aste as in
 baste haste taste waste chaste

168. est as in *best*
 jest crest safest deepest steepest
 nest quest spryest fairest warmest
 pest arrest chestnut wisest tiniest
 rest bluest gesture nestlings prettiest
 test forest western greenest gladdest
 vest honest biggest harvest reddest

zest	nicest	cleanest	highest	strongest
blest	longest	earnest	shortest	happiest
chest	ripest	dearest	sourest	pleasantest

est as in

Hester	Kestrel	prestige	Lester	yesterday
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169. ist as in *hist*

fist	mist	twist	wrist	wistful
list	grist	whist	schist	

ist as in *blister*

cistern	Bristol	mistress	sister
distant	distance	mistake	vista
distress	history	pristine	

170. ost as in

cost	frost	lost
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ost as in *Boston*

foster	nostril	rostrum
hostage	prostrate	ostrich

171. ost as in *ghost*

almost	host	most	post	postal
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172. ost as in

dost

173. ust as in *bust*

crust	gust	must	thrust	August
dust	just	rust	trust	lust

ust as in *bluster*

accustom	luster	mustard	sustain	illustrate
cluster	muster	musty	trustee	lustily
fluster	justice	rustic	frustrate	

174. **asp** as in *asp*
 clasp gasp grasp hasp rasp
 asp as in
 Casper jasper

175. **esp** as in
 trespass vesper

176. **isp** as in
 lisp wisp
 isp as in
 whisper

177. **osp** as in
 hospital hospice prosper

178. **usp** as in
 cusp

179. **aft** as in *after*
 abaft daft graft raft Taft
 craft draft haft shaft waft

180. **eft** as in *weft*
 cleft deft heft
 left reft theft

181. **ift** as in *drift*
 gift lift sift
 shift swift thrift
 ift as in
 fifty Clifton fifteen

182. oft as in

croft

loft

oft

soft

oft as in

softly

softer

lofty

183. uft as in

tuft

184. ath as in

bath

lath

path

185. ath as in

athlete

aftermath

Catherine

catholic

mathematics

athletic

Athelney

Athens

ath as in

Mathers

fathom

gather

lather

rather

186. ath as in

bathe

lathe

spathe

swathe

187. eth as in *Beth*

Seth

loveth

laugheth

Elizabeth

lethargy

method

burneth

prayeth

Bethlehem

Methodist

giveth

droopeth

worketh

comforteth

Ethelwulf

eth as in

nether

brethren

whether

together

Netherlands

188. ith as in *lith*

frith

pith

zither

litharge

arithmetic

kith

smith

Edith

cithern

ith as in *with*

hither

wither

thither

without

whither

189. ith as in

lithe	blithe	tithe	writhe
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190. ilth as in

filth	tilth
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191. oth as in *cloth*

moth	froth	wroth	sloth
broth	Goth	Roth	troth

192. oth as in

both	loth
------	------

oth as in

clothe	clothing
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193. oth as in

doth	nothing
------	---------

oth as in

other	brother	mother	smother	another
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194. uth as in

Luther

195. uth as in

Cuthbert	Guthrie
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uth as in

Rutherford	Sutherland	Cruthers
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196. aff as in

chaff	quaff	staff	giraffe
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197. aff as in

gaff	chaffinch
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aff as in *affable*

baffle	daffodil	raffle	scaffold	taffy
Caffre	Kaffir	saffron	snaffle	traffic

198. afe as in

chafe safe

199. eff as in

Effie effect Jefferson

200. iff as in

cliff sniff stiff whiff riff-raff

iff as in

different difficult Gifford griffin jiffy

201. ife as in

fife life strife
knife rife wife

202. off as in

doff scoff

off as in

offer coffee coffer officer proffer

203. uff as in *buff*

bluff gruff muff ruff stuff
cuff huff puff snuff duff
fluff luff

uff as in *buffalo*

guffaw muffin suffer fluffy
Muffet shuffle suffix

204. alp as in

alp palp scalp

205. elp as in
kelp whelp yelp
help
206. ulp as in
sculptor
gulp
207. ald as in
scald
bald
ald as in *Alden*
alder Aldrich Spalding Waldo
caldron Malden thraldom
208. eld as in
held weld
eld as in
elder eldest Eldred seldom sheldrake
209. ild as in
child wild
mild
210. ild as in
build
gild
ild as in
Hilda children Matilda mildew Mildred
211. old as in *behold*
bold fold mold scold golden
cold gold sold told
Dold hold
212. uld as in
Hulda
213. all as in *all*
ball gall pall stall wall

call	hall	squall	tall	thrall
fall	mall	small		

214. all as in *alley*

callow	tallow	sally	ballad	gallant
fallow	dally	tally	pallid	gallon
hallow	rally	valley	challenge	gallop
mallow				

215. ale as in *ale*

bale	kale	sale	stale	vale
dale	male	scale	swale	wale
gale	pale	shale	tale	whale
hale				

216. ell as in *bell*

cell	Nell	yell	shell	swell
dell	sell	dwell	smell	Lowell
ell	tell	quell	spell	pell-mell
fell	well			

ell as in *Ella*

bellow	mellow	jelly	Arabella	umbrella
fellow	hello	cellar	Isabella	McClellan

217. eel as in *creel*

feel	keel	reel	wheel
heel	peel	steel	

218. ill as in *ill*

bill	mill	chill	spill	shrill
fill	pill	drill	still	thrill
gill	rill	frill	swill	million
hill	sill	grill	thill	brilliant
Jill	till	quill	trill	millar
kill	will	skill	twill	windmill

ill as in *billet*

billy	Willie	pillar	billet	Murillo
silly	pillow	millet	willow	milliner

219. **ile** as in *mile*

file	smile	stile	vile	while
pile	spile	tile	wile	

220. **oll** as in

doll	loll	Moll	Noll	poll
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oll as in *folly*

jolly	follow	dollie	dollar	Holland
collar	hollow	college	pollen	Apollo

221. **oll** as in *boll*

poll	toll	knoll	scroll
roll	droll	troll	Rollo

222. **ole** as in *bole*

Cole	hole	pole	sole	whole
dole	mole	role	stole	oriole

223. **ull** as in *cull*

dull	hull	mull	scull
gull	lull	null	skull

ull as in

sullen	Sully	crullers	mullet
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224. **ull** as in

bull	full	pull
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225. **ule** as in

mule

226. alt as in				
malt	Galt	halt	salt	waltz
alt as in <i>alter</i>				
	falter	Dalton	Baltic	
	Walter	paltry	Baltimore	
227. elt as in <i>felt</i>				
	belt	melt	welt	spelt
	celt	pelt	knelt	dwelt
elt as in <i>helter</i>				
	delta	seltzer	shelter	helter
	Felton	Skelton	swelter	skelter
228. ilt as in <i>kilt</i>				
gilt	lilt	tilt	guilt	quilt
hilt	silt	wilt	stilt	built
jilt				
ilt as in				
	Milton	filter	kilter	
229. olt as in <i>bolt</i>				
	colt	Holt	molt	
	dolt	jolt	volt	
230. ult as in <i>adult</i>				
culture	consult	insult	vulture	exult
ult as in				
	sultry	multiply	cultivate	
231. ow as in <i>vow</i>				
bow	prow	drown	crowd	coward
cow	scow	frown	bower	cowslip
how	trow	fowl	flower	downy
now	down	growl	power	drowsy
row	gown	howl	powder	chow-chow

sow	town	scowl	shower	bow-wow
brow	clown	towel	tower	Howland
meow	crown	vowel	chowder	
plow	brown	browse	brownie	

232. ow as in *arrow*

bow	grow	flown	hallow	lower
low	know	grown	tallow	mower
mow	show	known	hollow	minnow
row	slow	mown	pillow	shadow
sow	snow	bowl	willow	window
tow	stow	growth	below	rainbow
blow	throw	bellow	borrow	snowy
crow	owe	fellow	harrow	toward
flow	own	yellow	marrow	Bowdoin
glow	blown	fallow	narrow	Knowles

233. ou as in *out*

our	scout	cloud	mound	arouse
hour	shout	proud	pound	thousand
sour	snout	loud	round	blouse
flour	spout	louder	sound	house
scour	sprout	abound	wound	mouse
about	stout	bound	count	crouch
doubt	trout	found	counter	pounce
gout	mouth	ground	fountain	bough
pout	south	hound	mountain	plough
foul	souse	vouch	slouch	slough

234. ou as in *you*

croup	soup	Louis	bouquet	Louisa
group	troupe	your	through	cantaloupe
sou	wound	cougar	courier	Koumiss

235. ou as in *soul*

four	though	course	mourned	mould
pour	fourth	shoulder	although	smoulder
dough	fourteen	source	courtier	poultice
court	gourd	ourn	boulder	borough

236. ou as in *young*

sough	rough	enough	country	courage
slough	tough	trouble	cousin	double
nourish	touch	couple	Clough	Douglas

237. ou as in *thought*

bought	ought	sought	trough
brought	fought	cough	nought

238. ou as in *courtesy*

journey	tourney	scourge	adjourn	journal
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239. oy as in *Roy*

boy	Moy	Troy	enjoy	destroy
coy	toy	Joyce	loyal	employ
Foy	cloy	sloyd	royal	oyster
joy	Floy	ahoy	annoy	voyage

240. oi as in *oil*

boil	voile	joint	poise	adjoin
coil	broil	point	voice	exploit
foil	spoil	choice	avoid	anoint
soil	coin	moist	poison	ointment
toil	loin	noise	rejoice	Illinois

241. oi as in

tortoise Bowdoin

242. oo as in *foot*

good	book	rook	nook	woolen
hood	cook	took	shook	wooden

stood	hook	brook	wool	Woodega
wood	look	crook	soot	

243. oo as in *too*

coo	spool	coon	droop	coot
goo	stool	croon	scoop	hoot
food	school	loon	sloop	Moot
mood	boom	moon	stoop	root
rood	doom	noon	swoop	scoot
brood	loom	soon	troop	Smoot
hoof	room	spoon	whoop	toot
roof	broom	swoon	choose	aloof
cool	bloom	coop	loose	balloon
fool	gloom	Goop	moose	schooner
pool	groom	hoop	noose	cooper
tool	boon	loop	boot	goose

244. oo as in

brooch	door	floor
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245. ay as in *away*

bay	lay	way	play	spray
day	may	bray	pray	Hayes
fay	nay	clay	slay	always
gay	pay	dray	stay	crayon
hay	ray	fray	sway	display
jay	say	gray	tray	Lafayette

246. ai as in *raid*

braid	pail	lain	bait	daily
laid	quail	main	strait	gaily
maid	sail	plain	wait	sailor
paid	snail	rain	air	maiden
raid	tail	slain	chair	complain

staid	trail	Spain	fair	complaint
ail	vail	sprain	hair	explain
fail	wail	stain	lair	dainty
flail	Bain	strain	pair	gaiter
frail	brain	train	stair	fairy
grail	Cain	twain	waist	fairies
hail	chain	vain	maize	prairies
jail	drain	faint	praise	daisy
mail	grain	paint	raise	daisies
nail	gain	quaint	straight	raisin
rail	pain	saint	afraid	entertain

247. ey as in

Bey	hey	prey	Frey
they	whey	obey	

248. ey as in *honey*

cosey	Goosey-loosey	trolley	Betsey
money	Turkey-lurkey	chimney	

249. eigh as in *eight*

neigh	weigh	freight	eighteen
sleigh	weight	eighty	neighbor

250. ei as in *rein*

skein	vein	deign	veil	reindeer
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251. ei as in *seize*

seized	ceiling	either	receipts
receive	deceive	neither	

252. ie as in *wield*

brief	shield	piece	priest	relief
chief	yield	shriek	grief	believe
thief	niece	fierce	belief	field

253. igh as in *high*

sigh	might	tight	fright	highest
nigh	night	blight	knight	almighty
fight	right	bright	plight	brighter
light	sight	flight	slight	sprightly

254. ea as in *sea*

beach	leaf	heap	crease	treat
peach	sheaf	leap	grease	wheat
reach	deal	neap	ease	breathe
teach	leal	reap	pease	sheathe
bleach	meal	cheap	please	sheath
preach	peal	beard	tease	wreath
bead	seal	ear	beast	eaves
lead	Teal	dear	east	leave
mead	squeal	fear	feast	sheaves
read	beam	gear	yeast	weave
plead	cream	hear	least	beaver
beak	dream	Lear	feat	beneath
leak	gleam	near	heat	eaten
peak	scream	rear	meat	creature
teak	steam	tear	neat	season
weak	stream	year	peat	reason
bleak	bean	clear	seat	disease
creak	dean	drear	bleat	nearly
sneak	Jean	shear	cheat	dearest
speak	mean	smear	cleat	appear
squeak	clean	spear	pleat	teapot
streak	glean	lease	beat	steamer

255. ea as in *tread*

dead	• death	ready	heaven	pleasant
head	health	steady	heavy	pleasantest
lead	breast	instead	measure	dreadful

read	breath	feather	pleasure	meadow
bread	thread	leather	treasure	breakfast
spread	healthy	weather	wealthy	redbreast

256. ea as in

break	great	steak
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257. ea as in

swear	bear	pear	tear	wear
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258. ea as in *earn*

earl	heard	earnest	pearl
earth	hearse	learned	pearly
early	learn	searched	yearn

259. ea as in

heart	hearken	hearth
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260. oa as in *whoa*

load	soak	moan	roast	oats
road	coal	soap	toast	throat
toad	goal	Hoar	boat	loaves
loaf	shoal	roar	coat	coax
cloak	foam	soar	Choate	cocoa
croak	loam	coarse	float	aboard
oak	roam	hoarse	goat	afloat

261. ew as in *Jew*

de <u>w</u>	me <u>w</u>	ask <u>ew</u>	view	Newport
fe <u>w</u>	ne <u>w</u>	kne <u>w</u>	wh <u>ew</u>	sine <u>w</u> s
he <u>w</u>	pe <u>w</u>	spe <u>w</u>	Lewis	skew <u>er</u>
Ke <u>w</u>	he <u>wn</u>	ste <u>w</u>	jewel	

262. ui as in

suit	juice	jufey
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263. aw as in *caw*

jaw	flaw	crawl	fawn	crawfish
law	gnaw	shawl	lawn	hawthorn
paw	slaw	trawl	pawn	awkward
raw	squaw	scrawl	drawn	tomahawk
saw	straw	sprawl	prawn	brawny
claw	thaw	hawk	spawn	tawny
draw	bawl	dawn	lawyer	Bashaw

264. au as in *August*

cause	Gaul	Saul	because	Maurice
clause	gauze	taut	Caudle	Naumkeag
Claude	haul	vault	caucus	saucer
daub	Maud	vaunt	faucet	sausage
fault	Paul	autumn	gaudy	Austrian
fraud	pause	author	Laura	sauce

265. au as in *aunt*

craunch	flaunt	jaunt	saunter	laughter
daunt	gaunt	launch	taunt	laundry

266. augh as in *slaughter*

caught	daughter	haughty	naught
taught	fraught	naughty	

267. alk as in

balk	calk	chalk	stalk	talk
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268. elk as in

elk	whelk	yelk
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269. ilk as in

milk	silk
------	------

270. *olk* as in

folk

yolk

271. *ulk* as in

bulk

hulk

sulk

272. *ar* as in *are*

bar	guard	arm	tart	charcoal
car	hard	charm	starve	scarlet
far	lard	farm	artist	feldspar
gar	yard	harm	cargo	Margaret
jar	scarf	barn	Carlo	sparkle
mar	large	darn	army	barley
scar	ark	harp	parlor	Charlie
spar	bark	sharp	harbor	harness
star	Clark	parse	farmer	sharpen
tar	dark	harsh	partner	Mozart
barb	hark	marsh	marble	particle
garb	lark	art	garden	Arthur
farce	park	cart	hardest	farther
arch	shark	chart	pardon	harvest
larch	spark	dart	target	tardy
march	Carl	hart	market	Asgard
bard	marl	part	carpet	Barbara
card	snarl	start	martin	Haru

273. *ar* as in *carry*

carriage	barrel	Harry	parry	Saracen
carries	barren	Barry	tarry	mariner
carrot	harrow	marry	parrot	Arabella
marrow	sparrow	yarrow	farrier	Araminta

274. *ar* as in *war*

ward	warp	warmth	quartz
warm	wart	warble	quarter
warn	quart	wharf	dwarf

275. are as in *care*

bare	mare	share	tare	stare
dare	pare	snare	ware	scare
fare	rare	spare	square	careful
			hare	

276. er as in *her*

pert	serve	Bernard	kernel	servants
clerk	ferns	German	merchants	dessert
perch	verse	herding	person	were

277. er as in *Albert*

alder	chamber	finger	flower	under
aster	water	cipher	grocer	carrier
caper	iceberg	hither	monster	together
paper	eager	river	other	yesterday
taper	ever	shiver	over	cylinder
father	never	sister	powder	different
falter	shelter	silver	power	remember
gander	whether	spider	shower	carpenter
gather	feather	whither	wonder	December
farther	leather	winter	yonder	September
lantern	leader	cover	jumper	November

278. er as in *merry*

berries	cherries	errand	Merrill	terrier
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279. er as in

here	mere	sere	sphere	cere
------	------	------	--------	------

er as in

hero	cereal	Erin
------	--------	------

280. er as in

ere	there	where
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281. *ir* as in *fir*

bird	flirt	first	third	thirteen
chirp	shirt	girl	thirst	birthday
dirt	skirt	stir	whirl	squirrel

282. *ire* as in *dire*

fire	mire	tire	squire	iron
hire	spire	wire	require	

283. *or* as in *for*

or	storm	Morse	fortune	orchard
nor	born	George	fortress	normal
cord	corn	sort	orders	mortar
lord	horn	short	organ	forward
cork	morn	snort	acorn	Norway
fork	scorn	north	corner	California
York	thorn	scorch	forty	ornaments
stork	worn	torch	mortal	Norsemen
form	horse	forlorn	Concord	tortoise

284. *ore* as in *ore*

bore	Ora	score	forth	Flora
core	wore	shore	store	glorious
sore	more	fort	before	oriele
tore	chore	port	improve	memorial
shorn	pork	porch	borne	Portland
torn	sport	sword	report	Portugal

285. *or* as in *word*

work	worse	worry	worship	doctor
world	worth	worthy	color	labor
worm				

286. *or* as in

sorry	borrow	morrow	sorrow	sorrel
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287. ur as in *fur*

cur	churn	purl	furnish	surface
blur	curl	spur	further	Turkey
burn	fur	surf	murmur	Thursday
bur	hurt	Arthur	purple	Saturday
burst	nurse	burden	purpose	surprise
burnt	purse	curtain	pursue	urchin
church	pur	disturb	sturdy	return

288. ur as in *cure*

pure	endure	measure	nature	picture
ur as in				
Europe	Puritan	purity	purify	Mercury

289. ur as in

hurry	flurry	furrow
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290. a as in *babble*

dabble	paddle	haggle	dazzle	tattle
drabble	saddle	straggle	battle	bramble
gabble	straddle	waggle	Brattle	candle
rabble	baffle	apple	cattle	handle
scrabble	raffle	dapple	prattle	angle
addle	draggle	grapple	rattle	scramble
daddle				

291. a as in *able*

cabble	gable	stable	cradle	maple
fable	sable	table	ladle	staple

292. e as in *pebble*

heddle	peddle	kettle	nettle	tremble
meddle	embezzle	mettle	settle	gentle

293. ee as in

feeble	needle	wheedle	steeple	beetle
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ea as in

eagle

294. i as in *quibble*

dribble	twiddle	ripple	spittle	mingle
nibble	whiffle	stipple	whittle	shingle
scribble	giggle	whipple	nimble	single
diddle	higgle	frizzle	thimble	tingle
fiddle	jiggle	fizzle	dwindle	dimple
griddle	wriggle	grizzle	spindle	simple
middle	cripple	brittle	dingle	tinkle
riddle	nipple	little	jingle	twinkle

295. i as in *bible*

idle	bridle	sidle	rifle	title
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296. o as in *cobble*

gobble	noddle	goggle	bottle	throttle
hobble	toddle	stopple	Cottle	nozzle
coddle	boggle	topple	mottle	

297. o as in

noble

ogle

298. u as in *bubble*

rubble	ruffle	struggle	bumble	stumble
stubble	scuffle	cuttle	crumble	tumble
cuddle	shuffle	scuttle	fumble	bundle
huddle	juggle	shuttle	grumble	trundle
muddle	Ruggles	Tuttle	humble	crumple
puddle	smuggle	muzzle	jumble	
muffle	snuggle	puzzle	mumble	

299. u as in
bugle

300. ake as in *awake*

bake	make	wake	quake	partake
cake	Pake	Blake	shake	mistake
fake	rake	brake	slake	
Jake	sake	drake	snake	
lake	take	flake	stake	

301. eek as in *cheek*

creek	leek	peek	seek	sleek
Greek	meek	reek	week	

302. e as in

be	ye	fee	skee	spre
he	she	see	knee	three
me	the	tee	glee	Dee
we	bee	wee	free	flee

303. ike as in

dike	Mike	spike
like	pike	strike

304. oke as in *smoke*

broke	cloke	smoke	woke
coke	joke	spoke	yoke
choke	poke	stroke	stoke

o as in

token	stoker	Loki
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305. o as in

go	so	doe	Joe	toe
lo	fro	foe	Poe	sloe
no	Coe	hoe	roe	woe

306. o as in

to do

307. uke as in

fluke Duke Luke

308. u as in *spue*

cue	hue	blue	flue	Hugh
due	sue	clue	glue	tu tu falidu

309. adge as in

badge Madge

adge as in

badger

310. edge as in *dredge*

edge	hedge	pledge	sledge	knowledge
fledge	ledge	sedg	wedge	

311. idge as in *bridge*

midg ridg porridge Cambridge

idge as in

fidg

312. odge as in *dodge*

lodg dislodg hodge-podge

odg as in

dodger lodger Blodgett

313. udge as in *budge*

drudg	grudg	nudg	trudg
fudg	judg	smudg	

udg as in

cudgel

314. *av* as in *cave*

gave	rave	crave	knave	stave
lave	save	Dave	shave	behave
nave	wave	grave	slave	behavior
pave	brave			

av as in

Davis	flavor	quaver
navy	favor	favorite

315. *av* as in *have*

gravel	gavel	ravel	travel	unravel
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316. *ev* as in

breve

ev as in *evil*

Eva	Revere	evening	Stevenson
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317. *ev* as in *ever*

eleven	forever	seven
every	never	several

318. *iv* as in *alive*

dive	live	shrive	wives	contrive
five	chives	strive	arrive	derive
hive	drive	thrive	lively	revive
I've	knives			

iv as in

ivory	private
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319. *iv* as in *give*

live	given	forgive	deliver	Oliver
river	driven	quiver	attentive	shiver

320. ov as in *cove*

hove	clove	stove	wove	throve
wove	drove	strove	grove	

ov as in

over	clover	Dover	rover	Nova Scotia
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321. ov as in

move	remove	prove	improve	improvement
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322. ov as in *discover*

above	love	cover	hover	shove
dove	oven	lover	plover	shovel
glove	sloven	covert	Glover	govern

323. ax as in *axe*

lax	wax	Faxon	flaxen
Max	flax	Saxon	Fairfax
tax	Caxton	Paxton	beeswax

324. ex as in *Rex*

sex	exchange	excel	hexagon	explore
vex	expanse	express	lexicon	explode
next	explain	expect	extreme	extort
exit	expel	expense	excite	exploit
extra	extend	expert	exile	export
expand	excess	sexton	exercise	excuse
extract	except	perplex	extinct	extrude

325. ex as in *exact*

exalt	exactly	exhaust	exert	exude
exactor	example	exempt	exist	exult
examine	exertion	exhibit	exhort	

326. ix as in *six*

Dix	mix	sixth
fix	sixteen	sixty

327. ox as in *ox*

box	pox	oxen	Oxford	foxglove
Cox	Knox	moxie	Fox-lox	

328. tion as in *mention*

(a) action	attention	addition	adoption
fraction	intention	condition	suction
attraction	direction	friction	introduction
contraction	collection	position	instruction
subtraction	affectionate	option	production
(b) nation	vexation	decoration	motion
ration	plantation	declaration	notion
station	invitation	solution	multiplication
vocation	foundation	secretion	revolution
relation	education	emotion	promotion

tion as in

question	bastion
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329. sion as in *tension*

mansion	session	expression	dismission	excursion
passion	confession	mission	permission	compulsion
compassion	possession			

330. sion as in *infusion*

abrasion	adhesion	division	corrosion	conclusion
invasion	cohesion	precision	explosion	confusion
occasion	collision	vision	allusion	delusion

331. ous as in *nervous*

famous	porous	glorious	mischievous	victorious
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joyous	wondrous	hideous	generous	industrious
jealous	beauteous	furious	dangerous	instantaneous

332. tious as in *ambitious*

(a) fictitious nutritious ambitious fractious

(b) cautious vexatious

333. cious as in *luscious*

(a) delicious suspicious auspicious precious

(b) spacious capacious sagacious rapacious
ferocious gracious tenacious voracious

334. cial as in *commercial*

(a) official provincial financial especial
beneficial artificial

(b) social racial crucial

335. tial as in *nuptial*

martial initial reverential providential
partial essential prudential substantial

336. tian as in

fustian Christian Sebastian

337. cian as in

optician politician physician magician mathematician
logician patrician musician

338. tien as in

patient quotient patience

339. cien as in

sufficient proficient efficient deficient conscience

340. sien as in
transient

341. ften as in
often soften

342. sten as in

fasten	christen	glisten	listen
moisten	chasten	hasten	

343. stle as in *castle*

nestle	bristle	mistletoe	apostle	bustle
pestle	epistle	thistle	jostle	hustle
trestle	gristle	whistle	throstle	rustle
wrestle				

344. mb as in *jamb*

lamb	comb	dumb	plumb	Thumbkin
climb	tomb	numb	thumb	lambkin
limb	crumb	bomb		

mb as in *number*

limber	slumber	grumbler	stumbling
timber	tumbler	mumbled	crumbling

345. eau as in *tableau*

beau	chateau	bureau	plateau	Bordeaux
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346. ph as in *Ralph*

phase	pamphlet	Christopher	lymph	prophet
phrase	sphere	siphon	hyphen	trophy
caliph	zephyr	Philip	physics	phoenix
phalanx	seraph	cipher	orphan	photograph
graphic	pheasant	sphinx	phonics	sulphate
camphor	elephant	sylph	gopher	sulphur
phantom	nephew	nymph	dolphin	triumph

347. *The sound of a after w is like that of ō in*

wad	wand	wallet	wanton	swap
wast	what	wallow	swamp	swan
wash	wasp	waffle	swallow	
watch	wabble	twaddle	swaddle	
wan	waddle	wander	swab	

348. *The sound of a after qu is like that of ō in*

squab	squash	squander	quantity	quarry
squad	squabble	quandary	quarrel	quadrant

349. *U and ew after r, sh, and y take the sound of ū*

(a) rue	ruble	cruise	gruel	prune
rude	ruin	cruse	extrude	fruit
rule	rumor	bruit	construe	imbrue
Ruth	rural	brute	abstruse	scruple
rune	recruit	bruin	accrue	true
ruby	cruel	bruise	prude	truth
rubric	crude	drupe	Reuben	Haru
(b) shute	sure	yule		
(c) crew	grew	strew	shrew	chew
brew	screw	threw	shrewd	yew
drew				

u as in

sugar

350. *Ing added, no change in the primitive word*

(a) .handing	grinding	funding	threshing	crushing
standing	blinding	crashing	meshing	rushing
mending	winding	smashing	fishing	tacking
bending	bonding	lashing	wishing	tracking

- | | | | | | |
|-----|-----------|-----------|-----------|-----------|-----------|
| (b) | pecking | rocking | thanking | honking | camping |
| | checking | knocking | ranking | bunking | stamping |
| | kicking | plucking | winking | chunking | limping |
| | clicking | ducking | blinking | basking | crimping |
| (c) | romping | clanging | longing | etching | botching |
| | pumping | hanging | thronging | sketching | notching |
| | stumping | slinging | watching | witching | clutching |
| | bumping | flinging | catching | stitching | smutching |
| (d) | branching | pinching | classing | kissing | fussing |
| | blanching | flinching | passing | missing | mussing |
| | quenching | lunching | dressing | crossing | panting |
| | drenching | crunching | pressing | tossing | granting |
| (e) | denting | fronting | nesting | frosting | grafting |
| | renting | bunting | jesting | costing | wafting |
| | hinting | grunting | misting | crusting | hefting |
| | minting | casting | twisting | rusting | clefting |
| (f) | sifting | smithing | quaffing | bluffing | folding |
| | drifting | frothing | sniffing | fluffing | molding |
| | tufting | lothing | whiffing | scalding | calling |
| | lathing | chaffing | scoffing | welding | falling |
| (g) | telling | rolling | salting | wilting | acting |
| | spelling | tolling | malting | quilting | feeling |
| | filling | pulling | melting | bolting | frisking |
| | willing | hulling | belting | jolting | husking |
| (h) | snowing | clouding | toying | coining | grooming |
| | blowing | pounding | cloying | joining | booming |
| | pouting | grouping | boiling | cooking | playing |
| | outing | pouring | spoiling | hooking | staying |
| (i) | failing | neighing | talking | sewing | hearing |
| | railing | sighing | walking | chewing | threading |

preying	clawing	feasting	peeking	laughing
weighing	pawing	roaring	fearing	flooring

351. *Ed added after t or d, syllable added to primitive word*

(a)	landed	blinded	planted	hinted	blasted
	banded	minded	dented	fronted	lasted
	mended	bonded	rented	stunted	jested
	blended	granted	glinted	shunted	tested
(b)	fisted	dusted	hefted	scalded	salted
	misted	trusted	lifted	welded	malted
	frosted	grafted	shifted	gilded	belted
	posted	wafted	tufted	folded	felted
(c)	bolted	clouded	fainted	sighted	floated
	molted	sounded	weighted	treated	carted
	pouted	feasted	freighted	heated	darted
	sprouted	baited	righted	toasted	thirsted
(d)	jointed	suited	acted	attracted	effected
	hoisted	fruited	respected	corrected	exacted
	yielded	sorted	restricted	erected	vaulted
	shielded	blurred	selected	rewarded	conducted

352. *Ed added after any consonant, no change in primitive word*

(a)	crashed	dished	packed	tricked	clucked
	smashed	wished	tacked	clicked	ducked
	meshed	pushed	pecked	clocked	thanked
	threshed	crushed	decked	rocked	spanked
(b)	winked	limped	watched	botched	grassed
	linked	crimped	hatched	branched	blessed
	bunked	romped	etched	pinched	mixed
	stamped	pumped	switched	lunched	boxed
(c)	buzzed	frothed	balled	thrilled	pulled
	lathed	chaffed	called	skilled	mulled

	writhed	scoffed	felled	lollod	crowed
	whiffed	stuffed	smelled	tollod	snowed
(d)	grouped	boiled	looked	played	failed
	crouped	soiled	booked	stayed	sighed
	enjoyed	coined	groomed	strayed	clawed
	destroyed	joined	loomed	bailed	talked
(e)	roared	parched	reined	weighed	numbed
	chewed	marched	veined	neighed	thumbed
	feared	covered	warmed	laughed	clasped
	reared	colored	warned	touched	grasped

353. Er added, no change in the primitive word

(a)	grander	kinder	dasher	fresher	cracker
	blender	blinder	lasher	thresher	packer
	mender	fonder	fisher	blusher	checker
	fender	washer	wisher	crusher	pecker
(b)	clicker	sucker	pinker	frisker	cramper
	ticker	tucker	thinker	brisker	tramper
	locker	banker	bunker	husker	limper
	mocker	ranker	flunker	maker	scrimper
(c)	romper	banger	longer	pitcher	trencher
	jumper	hanger	catcher	stitcher	pincher
	pumper	ringer	scratcher	botcher	muncher
	thumper	singer	sketcher	rancher	passer
(d)	presser	chanter	grunter	jester	crafter
	dresser	planter	hunter	twister	defter
	crosser	renter	caster	poster	swifter
	fusser	printer	faster	duster	softer
(e)	stiffer	caller	millor	rower	cooker
	puffer	seller	halter	spouter	brooder
	milder	dweller	melter	rougher	player
	folder	feeler	tilter	toiler	brighter

354. Ing added, final consonant of primitive word doubled

(a)	crabbing	cribbing	rubbing	wadding	bidding
	grabbing	robbing	drubbing	bedding	sodding
	webbing	mobbing	clubbing	wedding	plodding
	ribbing	sobbing	padding	ridding	nodding
(b)	budding	clamming	brimming	clapping	tipping
	scudding	hemming	drumming	stepping	dropping
	slamming	stemming	gumming	nipping	lopping
	cramming	trimming	strapping	ripping	slopping
(c)	supping	penning	donning	matting	netting
	cupping	winning	conning	patting	fitting
	canning	tinning	running	petting	splitting
	planning	spinning	dunning	letting	twitting
(d)	plotting	dragging	digging	hugging	warring
	spotting	lagging	rigging	bugging	marring
	nutting	begging	logging	starring	stirring
	shutting	legging	flogging	charring	blurring

355. Ed added, final consonant of primitive doubled

(a)	added	wedded	nodded	budded	fatted
	padded	shredded	sodded	scudded	matted
	wadded	sledded	plodded	studded	patted
	bedded	podded	prodde	batted	chatted
(b)	slatted	wetted	gritted	twitted	rotted
	betted	fretted	knitted	blotted	plotted
	jett	whetted	mitted	clotted	potted
	netted	fitted	witted	dotted	spotted
	petted	flitted	slitted	jotted	
(c)	jutt	stabbed	mobbed	dubbed	scrubbed
	smutt	webbed	robbed	rubbed	crammed
	strutt	fibbed	sobbed	tubbed	jammed

	crabbed	ribbed	knobbed	clubbed	clammed
	grabbed	cribbed	throbbed		
(d)	slammed	brimmed	drummed	snapped	stripped
	hemmed	skimmed	capped	slapped	sipped
	stemmed	summed	gapped	stepped	dripped
	rimmed	gummed	rapped	nipped	whipped
(e)	hopped	canned	skinned	barred	furred
	chopped	fanned	dunned	jarred	blurred
	mopped	penned	shunned	starred	spurred
	supped	pinned	stunned	scarred	drugged

356. Er added, final consonant of primitive doubled

(a)	grabber	rubber	madder	shredder	scudder
	fibber	grubber	padder	bidder	rammer
	robber	scrubber	gladder	sodder	shammer
	sobber	sadder	redder	plodder	swabber
(b)	hemmer	swimmer	strummer	clapper	chipper
	stemmer	trimmer	rapper	wrapper	clipper
	brimmer	hummer	sapper	nipper	dripper
	skimmer	drummer	tapper	dipper	
(c)	slipper	supper	tanner	runner	hatter
	shopper	upper	pinner	gunner	chatter
	hopper	canner	winner	fatter	netter
	popper	planner	spinner	ratter	wetter
(d)	fitter	sitter	plotter	shutter	plugger
	flitter	blotter	cutter	digger	snugger
	knitter	hotter	nutter	clogger	shrugger
	twitter				

357. Ing added, final e of primitive dropped

(a)	bribing	tubing	shading	riding	sliding
	probing	fading	spading	siding	striding

	robing	wading	trading	chiding	abiding
	cubing	grading	hiding	gliding	deciding
(b)	gaming	blaming	scheming	homing	draping
	laming	flaming	chiming	fuming	shaping
	naming	framing	timing	pluming	scrapping
	taming	shaming	priming	aping	escaping
(c)	piping	coping	groping	caning	dining
	wiping	hoping	sloping	waning	lining
	gripping	loping	roping	planing	mining
	stripping	moping	duping	craning	pinning
(d)	shining	toning	mating	grating	caging
	twining	droning	rating	biting	raging
	whining	stoning	hating	writing	staging
	boning	tuning	slating	voting	dancing
(e)	glancing	rising	striving	daring	baking
	fencing	closing	scaling	sparing	liking
	wincing	losing	smiling	hiring	smoking
	chasing	basting	tiling	curing	saving

358. Ed added, final e of primitive dropped

(a)	faded	spaded	glided	mated	grated
	waded	traded	prided	rated	crated
	bladed	ceded	boded	hated	plated
	graded	sided	dated	prated	skated
	shaded	chided	fated	slated	
(b)	invited	bribed	cubed	named	limed
	toted	lobed	tubed	tamed	timed
	voted	probed	famed	schemed	primed
	fluted	robed	lamed	chimed	grimed
(c)	chimed	taped	piped	moped	caned
	domed	draped	wiped	roped	paned

	fumed	scraped	striped	sloped	waned
	plumed	shaped	hoped	duped	planed
(d)	caged	cringed	danced	dived	stared
	paged	fringed	pranced	closed	fired
	staged	singed	minced	fused	saved
	waged	twinged	chased	chafed	moved
(e)	filed	baked	smoked	edged	lodged
	piled	raked	liked	sedged	nudged
	smiled	staked	spiked	bridged	grudged
	eyed	waked	bagged	dodged	gabbled

359. Er added, final e of primitive dropped

(a)	briber	spader	wider	framer	comer
	fader	trader	slider	schemer	fumer
	wader	hider	gamer	timer	draper
	grader	rider	namer	primer	shaper
(b)	piper	caner	finer	later	biter
	riper	saner	miner	mater	writer
	wiper	waner	stoner	slater	whiter
	hoper	diner	tuner	skater	voter
(c)	cuter	dancer	baser	proser	baster
	stager	prancer	riser	closer	waster
	wager	wincer	wiser	loser	taster
	huger	chaser	poser	muser	bather
(d)	safer	filer	barer	wirer	scorer
	paler	smiler	rarer	borer	purer
	scaler	tiler	sharer	corer	saver
	whaler	fifer	sparer	sorer	mover

360. Es adds a syllable to primitive word

(a)	ashes	slashes	meshes	vanishes	blushes
	dashes	flashes	threshes	punishes	flushes

	hashes	splashes	fishes	varnishes	brushes
	mashes	smashes	dishes	pushes	crushes
	sashes	washes	wishes	bushes	thrushes
	crashes	marshes	finishes	hushes	rushes
(b)	faces	braces	dances	fences	offices
	laces	graces	glances	nieces	pieces
	paces	traces	chances	ices	voices
	races	cases	fancies	spices	juices
	places	traces	fleeces	princes	spruces
(c)	ages	pages	changes	cringes	bridges
	cages	stages	charges	fringes	ridges
	rages	engages	oranges	singes	dodges
	sages	villages	edges	hinges	judges
	wages	ranges	sedges	twinges	plunges
(d)	passes	cases	cresses	mosses	chooses
	lasses	vases	blessees	tosses	papooses
	masses	raises	presses	crosses	houses
	grasses	praises	tresses	losses	muses
	glasses	cheeses	rises	noses	fuses
	brasses	dressess	kisses	roses	uses
	classes	guesses	misses	closes	nurses
	gases	messes	blisses	loses	purses
(e)	axes	vexes	mixes	sixes	foxes
	taxes	sexes	fixes	boxes	coaxes
(f)	gazes	hazes	mazes	blazes	glazes

361. *Es does not add a syllable to the primitive word*

tubes	likes	flames	hopes	motes
fades	smokes	times	dupes	lutes
rides	jokes	lanes	cares	staves
safes	dukes	wines	fires	graves

clothes	males	stones	stores	hives
writhes	miles	tunes	cures	lives
bathes	moles	capes	mates	stoves
bakes	mules	types	bites	loves

362. qu as in

quack	quality	equip	quiver	squeak
quail	Quentin	quince	quiz	squeal
quaint	quench	quit	quire	squeeze
quart	quest	quick	squash	squib
quake	quell	quill	squall	squirt
quartz	question	quilt	square	squire
quarry	queer	quiet	squad	squint
quarrel	queen	quite	squaw	squirrel

qu as in

conquer	mosquito	mosque	etiquette	masquerade
lacquer	parquet	burlesque	antique	opaque
liquor	piquant	coquette	grotesque	unique

363. Short words containing ie

die	vie	ties	lied	pied
lie	dries	tries	tied	dried
fie	lies	cries	tried	died
pie	flies	cried	fried	replied
tie	skies			

364. Longer words containing ie in the last syllable

Annie	Jessie	Robbie	fairies	goodies
Fannie	Nellie	froggie	daisies	cookies
Carrie	Minnie	doggie	berries	puppies
Blackie	Jimmie	dollie	cherries	pussies
Laddie	Winkie	nursie	pennies	countries
Gracie	Willie	brownie	enemies	carried

Jamie	birdie	dearie	bodies	worried
Charlie	collie	Peasie	glories	buried
Auntie	Spottie	Beansie	posies	studied
Jennie	Flossie	babies	stories	hurried

365. Short words ending in y

by	my	spy	why	July
cry	shy	sly	pry	reply
dry	sky	spry	Bly	deny
fly	sty	try	buy	firefly
fry				

366. Longer words ending in y

(a) baby	shabby	Libby	Toby	lobby
tabby	flabby	Trilby	hobby	ruby
(b) fancy	mercy	Lucy	agency	vacancy
racy	fleecy	juicy	piracy	secrecy
saucy	icy	policy	infancy	currency
(c) shady	sandy	greedy	tidy	woody
lady	hardy	eddy	giddy	sturdy
caddy	tardy	remedy	body	cloudy
handy	needy	ready	shoddy	muddy
candy	weedy	steady	melody	
(d) shaggy	Peggy	piggy	foggy	buggy
(e) clergy	apology	geology	zoology	astrology
energy	doxology	theology	prodigy	mythology
effigy	analogy	biology	liturgy	mineralogy
(f) safely	jelly	really	lightly	truly
scaly	cheerily	pearly	tightly	ugly
gayly	merrily	Billy	dolly	lustily
bravely	presently	chilly	jolly	suddenly

gravely	extremely	silly	Polly	curly
family	sweetly	lily	holy	fully
happily	terribly	quickly	homely	busily
shapely	dearly	swiftly	lonely	roughly
strangely	easily	friendly	lovely	slowly
hardily	early	strictly	only	proudly
falsely	earnestly	quietly	woolly	patiently
sharply	cheaply	kindly	softly	cheerfully
freely	heavenly	brightly	cruelly	beautifully
gently	nearly	tightly	surely	wonderfully
(g) Amy	dreamy	slimy	gloomy	stormy
creamy	enemy	grimy	Tommy	gummy
(h) any	Anthony	blenny	whinny	company
many	brawny	colony	Johnny	sunny
canny	rainy	tiny	pony	funny
Nanny	penny	shiny	stony	bunny
Fanny	weeny	finny	downy	
(i) happy	sleepy	crispy	poppy	puppy
nappy	creepy	copy	sloppy	croupy
(j) carry	ferry	library	flurry	bakery
marry	merry	victory	furry	silvery
Harry	cherry	history	every	powdery
starry	cheery	hickory	grocery	angry
Mary	memory	ivory	nursery	pantry
dairy	February	worry	fairy	country
factory	Henry	story	airy	wintry
canary	weary	glory	cheery	hungry
cavalry	mulberry	sorry	very	sultry
berry	primary	hurry	dreary	fiery
(k) lazy	hazy	breezy	dizzy	bronzy
crazy	mazy	frenzy	cozy	fuzzy

(l)	dainty	pretty	Betty	pity	thirty
	safety	beauty	seventy	dirty	frosty
	party	empty	eternity	kitty	forty
	cavity	twenty	heartly	mighty	duty
	charity	plenty	city	sixty	liberty
(m)	gravy	wavy	bevy	levy	dewy
	navy	envy	heavy	ivy	
(n)	tansy	palsy	greasy	rosy	clumsy
	pansy	easy	quinsy	prosy	gypsy
	daisy	frenzy	flimsy	drowsy	
(o)	money	jockey	hackney	Kersey	monkey
	honey	abbey	Jersey	journey	donkey

367. Consonant sound of y

yam	yarn	year	yell	youth
yap	yacht	yield	yoke	young
yank	yawn	yet	yew	yellow
yard	yeast	yes	Yule	yonder

368. Sound of c before e, i, and y

(a)	ace	race	farce	prance	chancel
	dace	brace	chance	trance	cancer
	face	Grace	dance	palace	lancet
	lace	place	France	surface	lancer
	mace	space	glance	lattice	Alice
	pace	trace	lance	cancel	frustrance
(b)	cent	fleece	cere	presence	receive
	fence	piece	center	cellar	deceive
	hence	niece	central	excel	ceiling
	thence	fierce	descent	preface	Cecilia
	whence	scene	crescent	discern	Cecil
	pence	cede	silence		

(c)	ice	nice	spice	price	since
	dice	rice	twice	icicle	prince
	mice	vice	thrice	suffice	quince
(d)	once	Joyce	pounce	office	pronounce
	force	choice	notice	province	poultice
	voice	ounce	police	rejoice	cowardice
(e)	Bruce	juice	reduce	succeed	prejudice
	spruce	dunce	produce	precede	prudence
	truce	deduce	justice	exceed	introduce
(f)	scent	scepter	science	abscess	scenery
	scene				
(g)	cite	eider	citron	pacify	principle
	city	circus	rancid	decisive	discipline
	civil	excite	pencil	cinder	cinnamon
	civet	cipher	decide	Pacific	Cinderella
	acid	circle	docile	council	proboscis
	cities	viscid	scissors	Priscilla	
(h)	Nancy	fleecy	Lucy	secrecy	constancy
	fancy	mercy	bicycle	vacancy	currency

369. *Sound of g before e, i, and y*

(a)	age	aged	plumage	mange	language
	cage	image	package	range	exchange
	gage	adage	courage	change	orange
	sage	usage	cottage	strange	danger
	page	manage	cabbage	charge	discharge
	rage	passage	baggage	large	Margery
	wage	message	carriage	barge	challenge
	stage	voyage	marriage	angel	Geppetto
(b)	gem	gender	siege	German	gesture
	germ	genius	liege	genuine	gelatine
	verge	gentle	oblige	general	Geoffrey

(c)	doge forge	college Roger	pigeon oxygen	George gorgeous	sponge scourge
(d)	bulge purge	huge plunge	deluge courage	surgeon sturgeon	dungeon
(e)	gill gin gibe	giant agile magic	rigid fragile engine	region gentile legion	gipsy fugitive ginger
(f)	gypsum	gypsy	gyrate	Egypt	geology

370. Short vowel before two consonants

(a)	cabbage rabbits tobacco gladdest daffodil allow balloon	gallop hallow Anna Annie cannon Fanny Fannie	Hannah appear happen happy happily happiest pappoose	arrow arrives barrel carry Harry carriage carrot	harrow marrow narrow sparrow tassel attic attract
(b)	effect bellow Ella hello fellow mellow	yellow yellower yellowest Jessie jelly Kettu	Jennie penny pennies berry berries	cherry cherries errand merry merrily	Betty rosette Freddie umbrella beginning
(c)	ribbon hidden difference biggest	Billy hilltop million pillar	silly village Willie willow	Jimmie dinner Minnie minnow	kitty kitten mitten Sikku
(d)	Dobbin Robbie office doggie	collect collar dollar dollie	follow hollow jolly Polly	trolley bonnet sonnet Johnny	sorry across Flossie moccasin

(e) succeed	muffet	funny	butter	furrow
cuddled	summer	puppy	mutter	buzzed
muddy	cunning	russet	hurried	
sudden	sunny	button	hurry	

371. Long vowel before one consonant

fatal	vacant	cedar	omen	stupid
halo	elect	final	oral	pupil
label	era	idol	polar	tuber
naval	erect	mica	total	unit
naked	evil	pilot	potent	cubit
natal	arena	rival	stolen	lucid
pagan	regal	vital	hotel	mucus
favor	erase	polite	token	lurid
Lena	Juno	Susan	Thetis	Peleus
Eliza	Venus	Iris	Chiron	Trojan

372. kn like n as in

knap	knelt	knit	knot	knurl
knave	knell	knob	knout	knapsack
knead	knife	knobby	know	knowledge
knee	knives	knock	knew	knuckle
knée	knight	knoll	knub	knurly

373. wr like r as in

wrap	wreathe	wright	writhe	awry
wrack	wreck	wring	wrong	wrangle
wraith	wren	wrist	wroth	wrestle
wrath	wrench	writ	wrung	wretched
wreak	wrest	write	wrought	wriggle
wreath	wretch	wrote	wry	

374. bu like b as in

build	builder	busy	buyer	buy
built	building	business		

375. mn like *m* as in

autumn	hymn	condemn	limn
column	solemn	contemn	

ln like *l* as in

kiln

376. gu like *g* as in

guard	guilt	guerdon	league	fatigue
guess	guise	guerilla	plague	intrigue
guest	guilty	guardian	rogue	catalogue
guide	guinea	guillotine	languor	dialogue
guild	guitar	brogue	vague	pedagogue
guile	guidon	fugue	vogue	synagogue

377. gw like *gw* as in

guano	anguish	lingual	iguana	distinguish
guava	languish	linguist	sanguine	extinguish
Guelph	languid	penguin	unguent	language

378. gn like *n* as in

gnarl	gneiss	feign	sign	condign
gnash	gnome	reign	assign	ensign
gnat	gnu	campaign	benign	resign
gnaw	deign	foreign		

379. h silent as in

hour	herb	honest	honesty	herbage
heir	honor	Honora		

380. ch like *k* as in

Christ	chasm	chemist	chlorine	chromatic
chrism	ache	Mechlin	cholera	chronicle
choir	school	scholar	Chaldee	chrysalid

chord	echo	schooner	Christian	chrysalis
chrome	scheme	chronic	Christmas	character
conch	chyme	tróchee	drachma	chloroform
Chloe	chyle	stomach	mechanic	chronometer
chorus	anchor	monarch	chimera	strychnine
choral	orchid	christen	chemistry	catechism
chaos	orchis	sumach	technical	Alnaschar
Chiron	chemical	Achilles	Pinocchio	

381. w silent as in

sword	whole	whom	whoop
answer	who	whose	

382. lm as in *alm*

balm	palm	psalm	qualm
calm	palmer	psalmist	

lm as in

salmon

383. lm as in *elm*

film	holm	culm	helm
------	------	------	------

384. lf as in

calf	half
------	------

385. lf as in *elf*

delf	shelf	golf
self	pelf	gulf

386. lve as in

calve	halve	salve
-------	-------	-------

387. lve as in *valve*

elves	helve	shelves	involve
delve	selves	twelve	

388. y = i as in *myth*

crystal	bicycle	system	cylinder	rhythm
nymph	Phyllis	Lydia	sylvan	Blynken
lynx	amethyst	pyramid	Evelyn	syntax
symbol	Brooklyn	Egypt	mysterious	Skrymer
myriad	pygmies	gypsy	Olympus	sympathy

389. y = i as in *lye*

dryad	cypress	scythe	thyme	hyphen
Hyde	rhyme	Lyle	hyena	hydra

390. y final = i in the ending *fy*

satisfy	falsify	justify	terrify	signify
beautify	fortify	stupefy	rarefy	notify
magnify	gratify			

391. y final = i in *ply* and *py*

apply	multiply	occupy
reply	supply	espy

392. i = ee as in *mosquito*

machine	Lucille	magazine	fatigue	caprice
marine	police	unique	pique	Clarice
ravine	valise	Urashimo	Pinta	Santa Maria
Kiku	Sif	Christina	Niña	skis

393. i = y as in

valiant	peculiar	Italian	genial	civilian
brilliant	familiar	cordial	filial	Daniel
behavior	minion	pillion	pavilion	battalion
warrior	opinion	bunion	rebellion	senior
billion	onion	mullion	medallion	dominion
trillion	scallion	bullion	companion	junior
million	scullion	pinion	union	spaniel
anxious	noxious	bilious	Cornelius	

394. i as in *promise*

ermine	crevice	imagine	determine	hostile
examine	notice	office	medicine	fertile
genuine	heroine	lattice	Peregrine	fragile
practice	engine	justice	reptile	missile
opposite	plaintive	native	missive	massive
favorite	active	sportive	restive	talkative
granite	captive	olive	passive	positive
anise	mortise	maritime	expensive	exquisite

395. et final = ā as in *bouquet*

crochet	ballet	croquet	valet	chalet
---------	--------	---------	-------	--------

396. Two vowels not united in sound as in digraphs

trial	pliant	gruel	diet	idea
dial	truant	poet	quiet	real
phial	fuel	suet	poem	science
giant	cruel	cruet	Samuel	beatitude
vial	chariot	Lois	Orpheus	Antonio

397. ch like sh as in

chef	chapeau	chenille	champaign	Charlemagne
chute	chateau	charade	champagne	chevalier
chaise	chagrin	mustache	chatelaine	chandelier
chalet	chemise	chasseur	chaperon	chiffonier
challis	machine	chevron	chivalry	pistachio

398. th like t as in

thyme	Thomas	Thompson	Thames	Thialfi
-------	--------	----------	--------	---------

399. Initial x is like z

xebec	Xavier	Xanthippe	Xenophon	Xerxes
-------	--------	-----------	----------	--------

400. Initial p is silent in

ptarmigan	pneumonia	psalm	psaw
ptomaine	pneumatic	psalmist	Psyche
pterodactyl	pseudonym	psalmody	psychic



INDEX TO WORD LIST

The figures at the left of the phonograms indicate the sections of the Word List.

ä

1 ab	11 ad	22 am	34 ap	44 an	56 at
66 ag	74 and	81 ash	87 ack	92 act	97 ank
106 amp	118 ang	121 atch	129 anch	131 ance	141 ass
158 aut	166 ast	185 ath	197 aff	204 alp	214 all
278 arr	309 adge	315 av	323 ax	382 alm	
290 and 370 before two or more consonants.					

ā

2 abe	12 ade	28 ame	35 ape	45 ane	57 ate
67 age	114 ange	142 ase	143 ase	167 aste	186 athe
198 afe	215 ale	300 ake	314 ave	291 before	ble, etc.

ā

184 ath	265 au	272 ar	382 alm	384 alf	386 alve
---------	--------	--------	---------	---------	----------

ā

102 ask	128 anch	130 ance	140 ass	157 ant	165 ast
174 asp	179 aft	184 ath	196 aff		

ā

207 ald	213 all	226 alt	263 aw	264 au	266 augh
267 alk	274 ar				

ā

347 w	348 qu
-------	--------

ā

275 are

ä

3 eb	13 ed	24 em	36 ep	46 en	58 et
68 eg	75 end	82 esh	88 eck	98 ect	103 esk

107 emp	108 empt	122 etch	132 ench	133 ence	144 ess
160 ent	168 est	175 esp	180 eft	187 eth	199 eff
205 elp	208 eld	216 ell	227 elt	268 elk	278 err
310 edge	317 ev	324 ex	325 ex	383 elm	385 elf
387 elve	292 and 370b before two or more consonants.				

ë

4 ebe	14 ede	25 eme	47 ene	145 ese	302 me
316 eve	279 ere				

ẽ

276 er	277 er
--------	--------

e = ä

280 ere

I

5 ib	16 id	27 im	38 ip	49 in	60 it
69 ig	77 ind	83 ish	89 ick	94 ict	98 ink
104 isk	109 imp	115 ing	116 inge	123 itch	124 ich
134 inch	135 ince	146 iss	147 iss	161 int	169 ist
176 isp	181 ift	188 ith	190 ilth	200 iff	210 ild
218 ill	228 ilt	269 ilk	311 idge	319 iv	326 ix
383 ilm	294 and 370c before two or more consonants.				
394 ise, ine, ice, ile, ite, ive.					

I

6 ibe	17 ide	28 ime	39 ipe	50 ine	61 ite
76 ind	148 ise	189 ithe	201 ife	209 ild	219 ile
282 ire	303 ike	318 ive	363 ie	295 before ble, etc.	

I

281 ir

I = ee

392 ine, ile, ice, ise, in, igue, ique
--

i = y

393 iant, iar, ian, ial, ior, ion, ious

ð

7 ob	18 od	29 om	40 op	51 on	62 ot
70 og	78 ond	84 osh	90 ock	95 oct	99 onk
110 omp	111 ompt	117 ong	125 otch	136 onch	149 oss
162 ont	170 ost	177 osp	182 oft	191 oth	202 off
220 oll	286 orr	312 odge	327 ox		385 olf
296 and 370d before two or more consonants.					

ð

8 obe	19 ode	30 ome	41 ope	52 one	63 ote
71 oge	150 ose	151 ose	171 ost	192 oth	211 old
221 oll	222 ole	229 olt	270 olk	284 ore	304 oke
305 oe	320 ove	386 olm	297 before ble, etc.		

ð

31 ome	53 on	79 ond	100 onk	118 ong	137 once
163 ont	172 ost	193 oth	322 ove		

ð

283 or

o = oo

152 ose	306 do	321 ove
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or = ur

285 wor

ü

9 ub	20 ud	32 um	42 up	54 un	64 ut
72 ug	80 und	85 ush	91 uck	96 uct	101 unk
105 usk	112 ump	119 ung	120 unge	126 utch	127 uch
138 unch	139 unce	153 uss	164 unt	173 ust	178 usp
183 uft	195 uth	203 uff	206 ulp	212 uld	223 ull
230 ult	271 ulk	289 urr	313 udge	383 ulm	385 ulf
298 and 370e before two or more consonants.					

ü

10 ube	21 ude	33 ume	43 upe	55 une	65 ute
73 uge	155 use	156 use	194 uth	225 ule	288 ure
307 uke	308 ue	299 before gle, etc.			

a

287 ur

u = \overline{oo}

349

u = $\overset{\sim}{oo}$

86 ush

154 uss

224 ull

ow 231

ou 233

ou = \overline{oo} 234ou = δ 235ou = \tilde{u} 236

ou = aw 237

our = ur 238

oy 239

oi 240

oi = \mathbf{i} 241 \overline{oo} 242 \overline{oo} 243

Equivalents of a

245 ay

246 ai

247 ey

249 eigh

250 ei

256 ea

257 ea = $\mathbf{\hat{a}}$

259 ear = ar

Equivalents of e

15 eed

26 eem

37 eep

48 een

59 eet

217 eel

301 eek

302 ee

293 ee before ble, etc.

254 ea = $\mathbf{\hat{e}}$ 255 ea = $\mathbf{\hat{e}}$

258 ear = er

251 ei

252 ie

Equivalents of i

253 igh

365 y = \mathbf{i} 366 y = \mathbf{i}

Equivalents of o

260 oa

244 oo

232 ow

235 ou

Equivalents of u

261 ew

262 ui

tion 328

sion 329

gion 330

ous 331

tious 332

cious 333

cial 334

tial 335

tian 336

cian 337

tien 338

cien 339

sien 340

ften 341

sten 342

stle 343

mb 344

eau 345

ph 346

qu 362

qu 348

y initial 367

9

131 <i>ance</i>	130 <i>ance</i>	133 <i>ence</i>	135 <i>ince</i>	137 <i>once</i>	139 <i>unce</i>
368 <i>a-b-c-d-e-f</i>		368 <i>h cy</i>	368 <i>g ci</i>		

ġ

67 <i>age</i>	71 <i>oge</i>	73 <i>uge</i>	114 <i>ange</i>	116 <i>inge</i>	120 <i>unge</i>
309 <i>adge</i>	310 <i>edge</i>	311 <i>idge</i>	312 <i>odge</i>	313 <i>udge</i>	
369 <i>a-b-c-d ge</i>		369 <i>e gi</i>	369 <i>f gy</i>		

kn 372	bu 374	gu 376	gn 378
wr 373	mn 375	gu 377	h initial 379
ch = k 380	w silent 381	th = t 398	Initial x = z 399
ch = sh 397			

350 *ing* added, no change in primitive word.

351 *ed* added after *t* or *d*.

352 *ed* added after any consonant.

353 *er* added, no change in primitive word.

354 *ing* added, final consonant doubled.

355 *ed* added, final consonant doubled.

356 *er* added, final consonant doubled.

357 *ing* added, final *e* dropped.

358 *ed* added, final *e* dropped.

359 *er* added, final *e* dropped.

360 *es* added, syllable added.

361 *es* added, syllable not added.

363 Short words ending in *ie*.

364 Longer words ending in *ie*.

365 Short words ending in *y*.

366 Longer words ending in *y*.

388 *y* = *ȳ*.

389 *y* = *ȳ*.

390 *y* in ending *fy* = *ȳ*.

391 *y* in ending *ply* and *py* = *ȳ*.

395 *et* final = *a*.

396 Two words, not digraphs.

400 Initial *p* silent

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